ASSESSMENT OF THE ROLE OF TERTIARY EDUCATION TRUST FUND (TET-FUND) ON THE DEVELOPMENT OF TERTIARY EDUCATION IN NIGERIA

BY

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BEING A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTERS OF SCIENCE (M.SC) DEGREE IN PUBLIC ADMINISTRATION, DEPARTMENT OF PUBLIC ADMINISTRATION, FACULTY OF ADMINISTRATION, AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA

APRIL, 2012.

DECLARATION

I hereby declared that the work in this thesis titled "Impact of Tertiary Education Trust Fund (TET-FUND) on the Development of Some Selected Tertiary institutions (2005 - 2010)" was carried out by me in the Department of Public Administration, under the supervision of Dr. J. D. Ndan. Sources of data used in this write up have been duly acknowledged in the list of references provided. No part of this work has been presented for another degree or diploma at any Institution.

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CERTIFICATE

This Thesis titled "Impact of Tertiary Education Trust Fund (TET-FUND) on the Development of some selected Tertiary Institutions (2005 - 2010)" conducted by Suleiman Dayyabu Mohammed (M.SC/ADMIN/6997/09-10) has been read and certified to have met the requirements governing the award of the degree of Masters in Science (M.Sc) in the department of Public Administration, Ahmadu Bello University, Zaria and is approved for its contribution to acknowledge and literary presentation.

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DEDICATION

This research work is dedicated to Almighty Allah (SWT) and to my beloved child Al-Mustapha and to my entire family members.

ACKNOWLEDGEMENTS

In the name of Allah, the most beneficent, the most merciful, all praise(s) is due to Allah the Lord of the Universe. Thanks to Allah whose adoration is bestowed upon and who gave one the knowledge, wisdom and opportunity to display and contribute my quota to the development of intellectualism. My profound gratitude goes to my able supervisor Dr. J.D. Ndan for his patience and sacrifices to coordinate to the completion of this work despite his tight schedules and commitments.

Another great regard to my beloved wife Fatima Mohammed Ameenu (Imam) for her courageous support towards the completion of this research work.

Special regards to my entire family especially my parents for their endless care, support and courage may God bless and reward them with Al-janna Firdausi.

I recognize and appreciate the contribution of my beloved friends Abubakar Mohammed Goga and Ibrahim Zakari Ya'u (Elder) and all the staff of the Department of Public Administration both academic and non-academic for their friendly cooperation during the research work.

May the Almighty Allah bless and reward those who contributed in one way or the other for the success of this research work which time and space did not allow for the mentioning their names. ALHAMDULILLAHI.

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ABSTRACT

This research work is on the Impact of Tertiary Education Trust Fund on the Development of some selected Tertiary Institutions. Education in Nigeria has been facing a lot of challenges and problems which affect the standardization of the sector for many years. Despite the effort of the past administrations to overcome the problems facing the sector, they still manifest in our tertiary institutions. These problems are among others on the funding mechanism which leads to poor structure poor library and laboratory equipments, staff training, research programmes, poor teaching and reading aids etc. TET-FUND is now the current agency established by the government to solve the problem of poor funding in the education sector, but despite the efforts of the TET-FUND these problems still manifest, why? It also showed how TET-FUND identifies areas of weakness and intervenes to solve the problems. The research work covered the period of 2005 - 2010. It used both primary sources of data which includes interview, questionnaire and observation and secondary data which includes relevant literature as text books, journals, hand books etc Random sampling and systematic sampling technique were adopted. Simple percentage and highest mean score were used in data analysis. It was discovered that TET-FUND made good effort to overcome the problem of funding in the education sector but more are needed from the agency. The study also established that TET-FUND uses only 2% assessable profit of Limited Liability Company and some special grant from the government as its sources. It was gain discovered that TET-FUND makes flat system of allocation to all universities, flat to all polytechnics and flat to all colleges. The work recommended that TET-FUND should continue with some adjustments and amendments to suit the dynamic nature of the society. Also the study recommended that 2% assessable profit should be increased to at least 5%. Also, allocation should be made based on needs to the institutions. Conclusively, a local fund management committee (LFMC) in each beneficiary institution should be set up to ensure viability and completion of project. The research work also recommended for further studies in related areas.

CHAPTER ONE

GENERAL INTRODUCTION

1.1 Background of the Study

Education is regarded as the sine-quo-non for societal development. Nigerian educational system is constituted by primary, secondary and tertiary education. In order to enhance the quality and standard of education particularly at the tertiary level, the Tertiary Education Trust Fund (TET-FUND) was primarily established to ensure adequate funding of the sector particularly at the tertiary level as a pre-requisite in providing quality and standard education background for the people by solving the problem. This problem include poor structure, inadequate library and laboratory equipments, poor infrastructural/facilities, poor innovative and creative approach to learning, poor scientific information and technological literacy, inefficient allocation of the meager resources available to the sector etc.

Development of the educational sector means the development of all other sectors of the society. All people need training, development, upgrading and certification to engaging in various sectors of the economy. We need strong educational system and standard operational system to be able to improve economic, political, social and psychological nature of people in the society.

It is a pre-requisite for national development because it affects all other sectors and consequently, a neglect of the education sector translates to significant malfunctioning of other sectors of the country. The sector suffers a lot of problems ranging from lack of proper supervision and monitoring, inadequate funding, mismanagement and misallocation of resources etc. Many policies have being put in

place by different administration to address the aforementioned problems in Nigeria. (TET-FUND at a glance, 2010).

Tertiary Education Trust Fund (TET-FUND) came into being at a time when the education sector had suffered many years of neglect by successive governments which resulted in large-scale decay of institutional facilities, physical structures, academic, teaching and research equipments etc. In addition, teacher morale has been dampened and genuine interest in teaching and learning has been eroded in our educational system.

This poses a lot of challenges in the management of the fund to meet the number of problems facing the sector; the funding situation in these institutions, mostly the state-owned tertiary institutions is very alarming, because of poor structure, poor library and laboratory equipments etc. Consequently, the Tertiary Education Trust Fund (TET-FUND) is being looked upon by the education sector as the alternative source of funding to run the system. Despite these demands, TET-FUND largely depends on resources/revenues from the profits of companies which are not doing well due to several years of government neglect. The real challenges therefore are:

The ability to equitably manage the available funds to meet the yearnings of stakeholders, the ability to impact on the sector to encourage taxpayers to continue to support the programme, ability and capability to ensure the judicious use of the meager resources, ability to make influential decisions to enhance and boost the teachers morale to such a level as to positively rekindle interest in teaching and learning, ability to sufficiently sensitize and collaborate effectively with the federal Inland Revenue service to ensure and build maximum revenue from the tax collected.

In order to ensure the availability of functional qualitative and dynamic education in the country all stakeholders, national and international must pool resource together and engage in concerted efforts to achieve these goals.

The importance of education to the development of any nation cannot be over emphasized. It is this realization that prompted the UNESCO to recommend a base line of 26% budget allocation to education for member states. Over the years, the Nigerian education system has being confronted with number of problems, the most critical of which is funding.

The Tertiary Education Trust Fund (TET-FUND) was established by the government as an intervention mechanism to reduce the problem of funding in the sector. However, critics in the educational sector amount to inadequate funding and failure of the TET-FUND in carrying out its mandates for the provision of adequate intervention in the sector due to poor revenue base. While supporters of the TET-FUND initiative have absolved TET-FUND free from any negligence and have in fact, scored it high in the deliverance of services, it should be stated that there have not been any independent assessment of the fund with a view of setting the records straight.

1.2 Statement of the Problem

Education in Nigeria has been faced with so many problems including funding which has resulted in the decay of physical structures, poor library and laboratory equipments, poor teaching and learning aids, poor innovative and creative approaches to modern education system, poor research and book development, poor staff/lecturers training etc. In the light of these problems, government after the past attempts failed to solve the existing problems decided to

introduce Tertiary Education Trust Fund to TET-FUND to overcome the above stated problems in order to standardize the education system.

Ideally, Tertiary Education Trust Fund (TET-FUND) is supposed to act as an interventionist agency to provide funding for the educational facilities and infrastructural development so that the decay in the structural and infrastructural decay would be solved in the Nigerian tertiary institutions, to promote creative and innovative approaches to educational learning and teaching, to ensure library and laboratory development and to champion new literacy-enhancing programmes such as scientific information and technological literacy. But despite the establishment of Tertiary Education Trust Fund (TET-FUND) from inception to date, the stated problems still exist, why? There is a gap between the expected result and the reality and there must be reasons for that.

The emergence of TET-FUND was expected to be the starting point of solving the myrad of problems facing the tertiary education in Nigeria. But there is a discrepancy between the expectation from the agency and its performance. Even though researches have shown that the gap is due to mismanagement of the available funds other researches argued that is because of political interference, some maintained that corruption is the basis and some argued on poor monitoring and supervisions. There must be reasons as to the low performance of the Tertiary Education Trust Fund towards solving the problems facing the Education system especially at tertiary level. In line with this, the following research questions were designed for further analysis.

1.3 Research Questions

(1) To what extent has TET-FUND made effort towards the development of tertiary institutions in Nigeria?

(2) What has been the level of funding by TET-FUND in relation to resource allocation and its sources?

(3) What are the ways forward to improve the performance of TET-FUND towards developing the tertiary education in Nigeria?

1.4 Objectives of the study

The study seeks to:-

(1) Find out the extent to which TET-FUND made effort towards the development of tertiary institutions in Nigeria.

(2) Investigate the level of funding by TET-FUND in relation to resources allocation and its sources of revenue.

(3) Find out the ways forward to enhance the performance of TET-FUND towards developing the tertiary education in Nigeria.

1.5 Hypotheses

In an attempt to assess the impacts of Tertiary Education Trust Fund (TET-FUND) on the development of tertiary institution in Nigeria, the researcher deemed it necessary to make specific hypothetical statements which would be tested to prove whether or not they are valid. They are as follows:

1. Ho - Tertiary Education Trust Fund (TET-FUND) does not play an important role in the infrastructural development of tertiary institutions in Nigeria.

   Hi - Tertiary Education Trust Fund (TET-FUND) plays important role on the Infrastructural Development of tertiary institutions in Nigeria.

2 Hi - Tertiary Education Trust Fund (TET-FUND) level of funding has direct effect on the development of tertiary institutions in Nigeria.

   Ho - Tertiary Education Trust Fund (TET-FUND) level of funding has no effect on the development of tertiary institutions in Nigeria.

1.6 Significance of the study

The relevance of this study cannot be over-emphasized and this is manifested thus:-

The study is significant to fill the gaps left out by other researchers in this area and take a challenge to feel the gap which will help in academic discuss.

The study is significant to policy makers, moderators and implementers on the need to re-strategize their efforts towards proper utilization of the revenue source of the trust as a basis or baseline for fulfilling their obligations in the development of the education sector.

Also, the beneficiaries particularly those that do not have knowledge on the mandates of the Tertiary Education Trust Fund (EIF) will come to the fore, in justifying the reasons for setting-up the Trust in relation to its objectives and performance so far.

For the trust itself, it will come to term with its weaknesses, which serve as a reference point in putting out measures aimed at enhancing its performance.

Finally, within the academic parlance, scholars who may wish to undertake on comparative studies, assessment studies will find this study relevant in laying the foundation of their own researches. Thus, this adds to the frontiers of knowledge.

1.7 Scope and Limitation of the Study

This research work examines the impact of Tertiary Education Trust Fund (TET-FUND) on the development of some selected tertiary institutions (Ahmadu Bello University, Federal College of Education Zaria and Nuhu Bamalli Polytechnic). The time frame covers 2005-2010, because much was allocated to tertiary institution especially during the second term of Obasanjo which witnessed a lot of structural development in these institutions. TET-FUND has been chosen as an interventionist agency looked upon by the education sector as an alternative means of funding to run the educational sector to provide educational facilities, infrastructures, promote creative and innovative approaches to educational learning. Aside other government policies on education, this research work only used TET-FUND as a mechanism of solving funding problem.

The research work also faced financial constraint, difficulties in sourcing material necessary to carry out the research work. The time frame was also too limited to carry out a research of this nature. However, the researcher was able to make the best out of what was available to make this research a worthy research making

1.8 Definition of Key Concepts

Education:- This refers to the process of teaching, training and learning especially in schools or colleges to improve knowledge and develop skills. It also means the process

of giving intellectual or moral instruction to guide the mental and psychological being of people in the society (Omosaye, 2000). It means systematic acquisition of skills and knowledge which transform individuals physically, mentally and emotionally.

Trust:- This means an arrangement whereby someone or group of people manages properties for the benefit of others (Tunde 2000). An organization whose resource is managed by trustees.

Fund:- An amount of Money that has been saved or is been made available for a particular purpose i.e. sponsoring education sector (TET-FUND Handbook 2004). It also means financial resources to finance or to be spent on education especially tertiary institutions (TET-FUND annual journal 2006).

Administration:- It refers to the organization and direction of both human and resources at a point in time to accomplish a specified purpose i.e. developing the education sector especially tertiary Institutions.

Development: This means improved and standard libraries, well equipped laboratories, new modern structures and well trained lecturers and non-academic staff in the tertiary institutions within the country. It also refers to the total transformation of the educational system from a backward stage to a more advance stage that is more acceptable over a period of time. Generally, it means the total transformation of all aspects which include social, economic, political and otherwise from a backward condition to a more acceptable and advance condition.

Institution: Refers to an organization that has a particular purpose especially education. Tertiary Institution means the third in order or level of education such as the university, polytechnic, colleges etc.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.0 Literature Review

2.1 The concept of Education

Education like any other concept in the field of art and social science has different meanings to different scholars. It has its origin, types and its linkages to other fields.

The term education is derived from latin word "educare" which means training somebody, leading him out of ignorance to knowledge, giving him ability and heart, and bringing to him the latent potentially. Etymologically, the word education is derived from "educare" (latin) meaning to 'bring up' which is related to "educare" to 'bring out' 'bring fort' 'what is within' 'bring out potential' 'to lead' (NIT Hand Book 2007). Education in the real sense is suppose to take an incremental approach where necessary changes will be effected to match the demanding and changing nature of the society.

Adeyemo and Folanji (2009) define education as simply the acquisition of not only knowledge but societal rules and regulations. NVS (2007) defines education as a process of teaching, training and learning especially in schools or colleges to improve knowledge and develop skills. Education is essential for improving the living standard and enabling people to exercise greater voice in decision making starting from the family, the community, the place of paid work and the public absolutely vital to people's empowerment.

Education in the wider sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual or group. In its technical sense,

education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another.

Education cannot be definite as it means different things to different people depending on their perception of what it is. There are cases where education is simply taken to be "knowledge" "enlightenment" or "wisdom". No wonder one hears such expressions as "you are not enlightened" to refer to the person that behave, differently from the norms of those who have been to school and so they are referred to as "the educated" "the enlightened" or "the wise ones". But is adequate to describe a person that has not attended a formal school system as uneducated? The answer can be no because there are other means to be educated in life (NIT Hand Book, 2008).

Education in general terms, is the process of transmitting lore, value and desirable attitudes from one generation to another. Education seeks to socialize individuals so as to equip them with the desire mode of behaviour that is in conformity with the way of life of the society in which they live. Education is the process of teaching, training and learning in schools and colleges for the development of knowledge and skills so as to prepare individuals to live happily with themselves and others in the society where they live (Adeyemo 2005).

Fafunwa (1974) sees education as the aggregate of all the process through which a child develops abilities and other forms of behaviour which are of positive value to society. To Chanhan (1996) education is the process of shaping individual behaviour for adequate adjustment in the society.

Adeiyele (1976) defines education as "A desirable change in human behaviour" while Leonard (1976) says "To learn is to change. Education is the process that

changes the learner". This assertion is true because all educated people try to change from their old attitude to new attitude.

There is no doubting the fact, however, that education involves showing the evidence of knowledge and breadth of understanding. These two terms are being used together here to show that we are not just talking of mere recitation of information and the acquisition of skills (which is the reality of training) but these information and skills should have been internalized and that the educated should be able to make sense of them. We talk of breadth of understanding because the knowledge of the education should cut across the wide spectrum of human interests and endeavours and not just a narrow field (Tunde, 2000).

An educated man is not necessarily a moral being or that is aesthetically sensitive but the onus is on him to be able to distinguish a moral question or an aesthetic question from a religious, political or scientific question (Arofen 2003). This shows that education constitute both moral and social life.

The Concept of Indigenous Education

Before we try to show that our great grandparents were educated, let us ask an important question. What is the meaning of indigenous education? Every human society at any age has its own system of education. Indigenous African societies had their own systems for training their young ones before the introduction of the western-type of education. This mode of training was called indigenous education because it was part and parcel of the society. Some writers choose to call it traditional education for instance, Fafunwa (1974) so chooses.

But it is more appropriate to call it indigenous education because it was not imported. It was part and parcel of African indigenous societies (Arofen 2003), An imported practice may after a long time become traditional. This was not the case with indigenous African education. Indeed what our fore parents did in the form of training was indigenous form of training to every society". We must note that when the white-men came to Africa, they did not find these African practices in print. Indigenous Africa's did not have written records. So they concluded that African had no education. Later, they began to refer to African indigenous form of training as "primitive education".

In the Nigerian traditional society, the local Warriors, the hunters, the blacksmiths, the medicine men were all regarded as educated people in the context of indigenous education (Arofen, 2003). Fafunwa (1974) defines indigenous education as the aggregate of all the processes by which a child develops his abilities, attitudes, and other forms of behaviour which are of positive value to the society in which lives. Indigenous education exists today side by side with the western education. It does not possess the art of writing.

Indigenous education is a process which enables every society to teach her younger generations the life pattern of their society (Ademuyi, 2001). The boys for example accompany their fathers to the farm, hunting expeditions, mending the family houses etc. while the girls accompany their mothers to the market to buy and sell and help them cook. As parents perform, the young ones render helping hands and in the process, learn or are educated. Even as children play with peer group during the day or moon-hit nights, they sing new songs and tell new stories which all constitute education and it passes from generation to generation.

Development of Intellectual and Social Skills

Perhaps it might be interesting to see that indigenous education teachers most of the intellectual studs western education claims to teach. The child's intellectual skills develop informally in an indigenous setting in the following ways (Tunde, 2000):-

(a) During story sessions, he is told the stories connected with the exploits of their heroes during the inter-tribal war.

(b) They learn the names of important rivers, valleys, hills or mountains (Geography)

(c) They learn the name of certain herbs with medicinal value (Medicine)

(d) They are engaged in counting or dividing the seed jams or cassava cutting (Mathematics).

(e) They help in tilling the soil and planting the seed yam or cassava cutting (Agriculture)

(f) They take part in sweeping the compounds, markets squares and sources of water supply (health Education or the so-called Environmental Sanitation).

(g) Particularly, girls learn to cook different dishes (Home economics).

Vocational Training

As stated earlier, children take to the occupation of their parents such as farming, hunting, earring, weaving etc. in some specialized vocations this is done through the apprenticeship system. A child may be sent to a renowned seer to understudy him and learn the art of divination from the expert. Token fees are charged which would represent the modern tuition fees. Sometimes such specialized vocations become

hereditary in a family. One or all the members of the family may possess the art of curing a particular disease which are usually passed on to their children's.

Objectives of Indigenous Education

We have seen so far that indigenous education enabled the child to live effectively and efficiently in his culture. What then are the objectives of indigenous education? Programme was meant to achieve. In answering this question, Fafunwa in his book History of Education in Nigeria (1974) listed seven (7) cardinal goals of such African indigenous education. However, in this research work we shall examine five cardinal goals which are as follows (Omoseye, 2004):-

(1) Development of the People's Physical Skills

As children move about in their environment, some jump up and down, others jump over the fences, others run about, climb up trees while some attempt to walk or even - run or top of the fences with both hands stretched as balancing games. In the night, both young and old come to the moon-light either to dance to the tune of the local musicians or to play some hide and seek games. As these activities go on the children are developing their physical skills this perhaps is what western education calls physical education.

(2) Character and Moral Training

Character and moral training constitute the corner stone of indigenous education. Children are taught from the early stage of their life to respect and greet their elders. This is a law that must be rigorously obeyed. Character and moral training in traditional society of Africa is the responsibility of every adult over every child. The child's behaviours are watched and moral lapses are

corrected and some are punished. Severe punishments such as age grade beating which accompany offence like theft, adultery and fornication remind the child that he better behaves well at any point in time.

Development of Sense of Belonging and Cultural Heritage

The child is taught from the beginning the homogenous nature of the community. He is told that everyone is his brother's keeper. All the important cultural heritage is taught to the child (Fajana, 1982). He participates actively on every community project such as clearing the village square. He watches the naming ceremonies, funeral ceremonies, coronation ceremonies and picks the appropriate roles expected of him. Conforming to the cultural norms of the society certifies a child as well educated.

All taboos of the community greetings, titles attached to elders of different status, are experience the child is exposed to. Behaviours which attract moral lapses and deviations from the norms are highlighted in time to the child such behaviours as insubordination fornication, adultery, theft, poisoning, have different special punishments. These are taught to the child and constitute the moral and character curriculum.

This type of education is advantageous because it is culture oriented and makes an individual effective in his society. However, same type of education has a limitation because valuable information dies with the possessors. This makes case for those who call it primitive education.

2.1.1 Tertiary Educational Development in Nigeria after Independence:

Development of Technical and Vocational Education

After independence the government of the Northern Region established twelve craft centres and three technical schools all over the region. A technical institute at Kaduna admitted students from all part of the North. Bu 1960, the Eastern Region, had thirty-three (33) technical and vocational institutions of various. A college of Technology now the institute of management and Technology was established at Enugu. In the Western Region, government established four (4) trade centres and the women's occupational centres at Abeokuta. A technical institute now the Auchi polytechnic was established at Auchi. In Lagos, we had the Yaba College of technology and the Yaba Trade school at Surulere. It is important to observe that a number of the bigger industrial firms like the United African Company (UAC), departments and corporations like the public works department (PWD) or the ministry of works, posts and telegraph (P&T), the Nigerian Railway and the Nigerian Coal corporation had technical schools in which they trained artisans in their specific industries (Omaseye 2000).

Last but not the least, are the roadside mechanics who acquire their skills from self- employed artisans while many girls acquire skills in needles work sewing, catering and domestic science from such road side artisans (Omaseye, 2000). The aforementioned statement goes in line with the present Nigeria educational system.

2.1.2 Development of Teacher Education in Nigeria

According to Mmaduakonan (2004) after independence, teacher education had two (2) major problems low output of teachers and poor quality of the teachers produced. To meet the two (2) problems government granted the provision of additional

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grade II Training Colleges and extra-stream to the existing. To make up for the poor quality, government approved the up-grading of most of the Grade III Training colleges to Grade II Ten (10) new grade II teachers colleges were to be established. Unfortunately, the Ashby recommendation for the establishment of eachers Grade I colleges was not vigorously pursued. However, the Western Government established the Ohio project, a normal science centre, admitting teachers with Grade II teachers' certificate. Lagos had the government teachers. Training of Surulere, the Eastern Region established a science centre at Umudike near Umuahia for the production of Teachers' Grade I Certificates.

Soon the Teachers' Grade I programme gave way to the Nigerian certificate in Education (NCE) for the preparation of teachers for the lower forms of secondary schools and for the teachers training colleges. They were three year – programme institutions. The Advanced Teachers Colleges as they were initially called were established in Lagos in 1962, Ibadan 1962 (but in 1964 it became Adeyemi College of Education Ondo), Zaria in 1962 (but moved to Kano in 1964) and Owerri in 1963. In 1968 one was established at Abraka in Bendel State but took the name college of Education.

When the university of Nigeria, Nsukka, was established, it took the lead in starting a new teacher programme known as the B.A. Bsc. And the B.Ed in Education. This meant that a student could combine education courses with one or two teaching subjects and offer them throughout the students four years to graduate (Mmaduakonan, 2004). This replaced the traditional system of taking a degree before coming for a one year diploma in education.

2.1.3 The Role and Development of higher Education

By 1960, the university college Ibadan had established itself as a reputable institution of higher learning. It was also making a great contribution to the man-power needs of Nigeria. But the need for a larger output of university graduate was increasingly felt and commonly expressed (Omaseye, 2000). For example as far back as *1955* there were serious thoughts and attempts to establish another university. Ibadan was criticized for its residential nature. Partly because of these criticized for its residential nature. Partly because of these criticisms, the Federal minister of Education, on behalf of the Federal and Regional Governments appointed the Ashby commission. The commission's recommendations gave support the establishment of the University of Nigeria, Nsukka, Ahmadu Bello University, Zaria, University of Ife, lie Ife and the university of Lagos, Lagos respectively. It was after a970 that state governments joined in the establishment of university while the federal government started to establish universities of technology and others for agriculture.

2.1.4 The Role of Private Enterprises in the Development of Education in Nigeria

In the area of primary schools, private enterprises did not feature much. This was left solely in the hands of the voluntary agencies and government. Some corporate bodies like the University of Ibadan and other Universities at Nsukka, Ife, Lagos and Zaria tried to establish primary schools for the convenience of their staff. But there was massive of growth of private secondary schools made planned expansion very difficult. Communities and villages competed against one another in the establishment of secondary schools. The quality of the school varied from school to school revealed by the result of the West African school certificate examinations. These private schools

were worst hit in terms of performance because of lack of finance which resulted in poor equipments and personnels (Mmaduakonan, 2004).

However, there were isolated exceptions such as the international school at Ibadan which was being sponsored by the University of Ibadan. In the case of primary schools, private schools were among the best because they were very few parents who were ready to pay high fees for running the school. The aim of the parents was to ensure that their children secured admission in the few well equipped and staffed government colleges in each of the regions.

It was at last that the private sector started, investing in higher institutions of learning in addition to the contributions of the private enterprises in the formal system. There are hundreds of artisans spread throughout the country who were self-employed and who train apprentices in their respective trades. Many girls acquired skills in needle work, sewing, catering, and reasonably high in a few cases, from self employed artisans which constitute larger part of training and by extension education.

2.1.5 Relationship between Education and other Area of Life

Technology and Education

Technology has become an increasingly influential factor in education. Computers and associated technology are being widely used in developed countries to both complement established education practices and develop new ways of learning such as online education (a type of distance education). While technology clearly offers powerful learning tools that can engage students, research has provided no evidence to date that technology actually improve students' learning (Murray, 2004).

The beginnings of formal education, schooling eventually followed. There is evidence that schooling in this sense was already in place in Egypt between 3000 and 500BC. Basic education today is considered those skills that necessary to function in society. In addition, there is an array of education possible at the informal level such as museums, and libraries, with internet and in life experiences. Many none-traditional education options are now available and continued to evolve. One of the most substantial uses in education is the use of technology (Yakub, 1996).

Classrooms of the 21st century contain interactive white boards, i pads, laptops, etc. Teachers are encouraged to embed these technological devices in the curriculum in order to enhance students learning and meet the needs of various types of learners. The proliferation of computers also means the increase of programming and blogging. Technology offers powerful learning tools that demand new skills and understandings of students including multimedia and provide new ways to engaging students such as virtual learning environments.

One such tools are virtual manipulative, which are interactive, web-based visual representation of a dynamic object that presents opportunities for constituent mathematical knowledge (Moyer, Bolyard, and Spikell, 2002).

Virtual manipulative can be easily accessed on the interest as stand-alone applets, allowing for easy access and use in a variety of educational settings. Emerging research into the effectiveness of virtual manipulative as a teaching tool have yielded promising results, suggesting comparable and in many cases superior over all concept-teaching effectiveness compared to standard teaching methods.

The use of technologies such as power point and interactive whiteboards are capturing the attention of students in the classrooms. There is increasing interest in how computers and the internet can improve education at all levels, in both formal and informal setting. In addition to classroom application and growth of e-learning opportunities for knowledge attainment, educator involved in student affairs programming have recognized the increasing importance of computer usage with data generation for and about students.

The use of computers and the interest is in its infancy in developing countries like Nigeria, this is because of the slow growing nature of our education, low level of infrastructural facilities and the attendant high cost of access. Usually, various technologies are used in combination rather than as the sole delivery of mechanism.

Sociology and Education

All human beings including you are social products because we live together as member of a society which may be family, village, school or community. All member of such society do certain things mostly as a result of influence of various social factors or forces or institutions. Sociology here means the scientific study of the society in order to formulate general laws about the structure and development of the society (Spikell, 2002). In doing so, it systematically studies man's behaviour in his social relationships and how social institutions such as school, home, Church and so on influence his behaviour. It is concerned with gathering information on the cause and effects of social outcomes.

Sociology is concerned with the pattern of leadership and role performance as well as how these are affected by relationship. The sociologist is interested in the

various structures and groups in the society, the roles they perform, and how they influence one another. He is also interested in how relationships, leadership and morale influence the social outcome or the efforts or the output of the social group (Moyer, 2002). Thus the main think of sociology is the society and its numerous institutions like the family, community, economy etc.

The Sociology of Education

Views about sociology of education started to emerge at the turn of nineteenth century when people began to appreciate the essential relationships between the school and society. That is how one influences the other. As a result of the modern society becoming complex with the growth in urbanization, it gradually becomes necessary to re-examine the needs and problems of people in different social settings — rural or urban societies.

Sociology of education is an attempt to examine the effects of such social institutions like family, peer group, culture, religion, economy on the institution of education and how the institution of education also affect the social institutions. Sociology of education can then be regarded as an analysis of social processes involved in educational institutions (Spikell, 2002). By social processes we mean the way school is organized, the various structure or persons in position of responsibilities, leaderships, relationships and how these processes help to promote or retard social outcomes or goals of the school. It also tries to examine the function of education to the society. Sociology of education is an attempt to examine and understand the relationship between the school and society by focusing attention on the following ways:

(a) Influence of Culture on Education

To a large extent, the cultural norms and values or beliefs of the society have a lot to do with the aims and methods of education. If the society is highly religious, religion becomes the focus of the school. Also co-education may not be permitted (Spikell, 2002). The cultural environment could also determine the pace of educational development.

(b) Changing Need of the Society

The society is always changing due to improvements in man's awareness and understanding of the environment. Consequently, new ways of doing are discovered. These could be in material form such as the se of machine or the form of attitude such as changing consciousness (Moyer, 2002). Unless education changes along with the society it becomes useless. Hence, knowledge of the dynamics or nature of the society is needed for the organisation of schools.

(c) Class Structure of the Society

Every society, whether traditional or modern, is organized in hierarchy. That is a social ladder on which individual fit according to their socio-economic position (Murray, 2004). In this social stratification or division, individuals belongs either the upper, middle or lower class or strata. In some society there is social mobility for everybody i.e. people have no barriers in moving up the social ladder but in some society such barriers are there. Educational system cannot be effectively organized unless it takes into account the nature and organizational structure of the society.

(d) Education and Economy

Education cannot succeed without material and financial resources. The well being of educational system depends largely on the state of the society's economy. In examining the relationship between education and society, the question of how many schools are available at every level; the number of students enrolled; the available loft infrastructures such as furniture, library and laboratory facilities and so on are answered in the context of society's economy (Murray, 2004).

(e) Education and Politics

Man as a social and political animal seek power, recognition and representation. The school is part of the body politics of the society and has to be organized along that line. Furthermore, membership of Board of governors or appointment of principals is dedicated by political consideration, sometime on quota basis. Similarly a country's political philosophy like democracy or socialism often determines its educational system (Spikell, 2002). Even political considerations usually determine how much can be spent on education like number of schools, where they should be established and so on.

On the other hand, education influences politics. It is in schools particularly universities that learners often come into contact with political ideas and events. In Nigeria, education is now being used is a means for promoting national unity for instance with the establishment of unity schools or federal government colleges. You can now clearly see how political issues influence education and vice versa.

The importance of sociology of education ranges from the promotion of objectivity, aids formulation of educational polities, provide broad knowledge of the society, reinforcement of schools-community relationships and understanding of the various social forces which affect education (Olaniya, 2001).

2.1.6 Education in Developing Countries

In developing countries, the number and seriousness of the problems faced is naturally greater. People are sometimes unaware from those parents who prioritize their children's making money in neither the short term nor any long-term benefits of education. Recent studies on child labour and poverty have suggested, however, that when poor families reach a certain economic thresh hold where families are able to provide for their basic needs, parent return their children to school after sometime of being off (Mark, 2004).

This has been found to be true, once the threshold has been breached even if the potential economic value of the children's work has increased since their return to school. Teachers are often paid less than other similar professions because education is not taken to be of high value and importance, unlike in the Developed countries where education takes the lion share in the national annual budget (Olaniya, 2001).

A lack of good universities and a low acceptance rate for good universities is evident in countries with a relatively high population density. In most cases education in developing countries are imitations from the Western World both in terms of the curriculum and the system of operation which in turn affect the educational system of the developing countries because of differences in terms of economic forces, infrastructural facilities, level of acceptance, level of civilization etc. In some countries

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there are uniform, over structured, rigid and centralized programme from a central agency that regulates all aspect of education which makes more standard.

Due to globalization, there is increased pressure on students in curricular activities and removal of a certain percentage of students for improvisation of academics (usually practiced in schools after 10th grade). This is because education is still at its early stage of acceptance in developing countries. India however is starting to develop technologies that will skip land based phone and internet lines, instead, they have launched a special education satellite that can reach more of the country at a greatly reduced cost. (Baiki, 2002).

In Africa, NEPAD has launched an "e-school programme" to provide 600,000 primary and high schools with computer equipment, learning materials and internet access within 10 years (Baiki, 2002) but the level of acceptance of NEPAD programme is not very high.

Many developing countries have neither articulated a development strategy linking knowledge to economic growth nor build up their capacity to do so Nigeria one of these countries even though it is Africa's largest country with 20 percentage of the region's population. Nigeria has only 15 scientist and engineers engaged in research and development per million persons (Olaniya, 2001).

With an approximate population of 150 million and ample natural resources, Nigeria is Africa's sleeping economic grant. It is also a somewhat deformed giant which one-third of its student's population pursues a life style orientation in various degrees towards Europe and North America, the other strugglers to survive with their studies from within (World Bank 1996). Wrapped in a culture noted for industry, creativity and

initiative, some Nigerians prefer to apply these talents to questionable acts or illicit pursuits, while many others expect government to provide the cure for their economic and social ills.

For education, Nigeria spends an estimated 2.4 percent of its GNP which sub-Saharan Africa as a whole spend 5.1 percent (HINCHLIFFE 2000; UNESCO 2000). In Nigeria, primary education enrolls 81 percent of the relevant age group, and graduate 69 percent of these. Secondary education enrollment grew at roughly 10 percent annually during the 1990s. Higher education enrolls a very modest of 4 percent of the relevant age cohort.

Political interventions in the higher education system under a series of military government imposed distortions and constraints on the systems development. By 1980, Nigeria had established a well-regarded higher education system offering instruction at an international standard -in a number of disciplines areas. The university of Ibadan and Ahmadu Bello University, Zaria for example earned global recognition for their research in tropical health and agriculture respectively. Incentives and rewards for research productivity, teaching excellence and associated innovations gradually disappeared. In consequence, research output dropped, educational quality declined, and management structure rigidified which makes the education system complex and very difficult to achieve result.

In higher education, the NUC evolved in consonance with this centralized model. The NUC was originally intended to function as a modesty university giant commission, advising government on policy issues, defining norms for quality assurance, channeling

block grants from the government to the universities, and ensuring the balanced and coordinated development of the system.

2.1.7 **Challenges in Education**

The goal of education is the transmission of ideas, skills, knowledge, and wisdom from one person to another or to a group. Current education issues include teaching method(s) are most effective, how to determine what knowledge should be taught, which knowledge is most relevant, and how well the pupil will retain incoming knowledge.

Educators such as George Counts (1994) and Paulo Freire (1994) identified education as an inherently process with inherently political outcomes. The challenges of identifying whose idea are transferred or transmitted and what goals they save has always stood in the face of formal and informal education.

The current education system measures competency with test and assignments and then assign each student a corresponding grade. The grades usually come in the form of either letter grade or a percentage, which intended to represent the amount of all materials presented in class that the students understood. Even that, to some scholars is not good ways of measuring student's level of understanding and performances in class.

Educational progressive or advocates of unschooling often believe that grade do not necessarily reveal the strength and weaknesses of students, and that there is an unfortunate lack of youth voice in the education process. Some feel the current grading system risks lowering student's self-confidence, as students may receive poor marks due to factors outside their control such as poverty, child abuse, prejudiced or

incompetent teachers (Olaniya, 2001). By contrast, many advocates of a more traditional "back to basic" approach believe that the direction of reform needs to be quite the opposite. Students are not sufficiently inspired or challenged to achieve success because of the dumping down of the curriculum and the replacement of the "Canone" with inferior material.

The view of self-confidence is that it arises not from removing hurdles such grading but by making fair and encouraging students to gain pride knowing they can jump over these hurdles (Mark, 2004). On the other hand for millennia, those who have been challenged, and well-education in traditional school have risen to great success and to a lifelong love of learning because of their mastery of a wide range of skills.

There are a number of highly controversial issues in education. Should some knowledge be forgotten? What should be taught, are we better off knowing how to build nuclear weapons or is it best to let such knowledge be forgotten?

Another big problem facing education is the lack of uniform calendar for our higher institution of education. Some institution would be in the first semester while would be in the second semester especially our universities.

There is also a problem of narrow or small revenue generation sources of most of the institution of education thereby making them to rely largely on government. Also the management of the resources is another challenge facing the education system because many policies have been in place to manage the resources of the education sector yet problems still emanate.

Having reviewed the work of these scholars, it is patient to note that whether or not education begins at birth and continues throughout life, some believe that education

is earlier than that a evidenced by some parents playing music or reading to the baby in the womb with the hope it will influence the child's development.

The goal of education is the growth of students so that they become productive citizens of a dynamic and ever-changing society. Fundamentally, the impacting of culture from one generation to another promotes a greater awareness and responsiveness through social maturity to the needs of an increasingly diversified society. Today technology offers powerful learning tools that engage students in learning research.

Problems of Nigerian Tertiary Institutions

Nigeria, like other nations of the world needs strong tertiary institutions (universities, polytechnics and colleges) to train the management and professional workforce that would propel the nation's development engine. Americans have realized this need very early and invested heavily in tertiary education. To this effect, America, today dominated the world ranking of top universities and even other tertiary institution which has translated to the rapid development of American society.

There is no need for a commission, committee, or taskforce to tell us what is wrong with our own tertiary institutions as our past governments are fun of doing because the problems are obvious. Essentially, there are six major problems to be solved in order to achieve quality education in our tertiary institutions. Three of the problems are primary in nature in the sense that they are largely responsible for the other three. The primary ones are as follows according Federal Government report (2008):

(a) Funding shortages

(b) The negative influence of a corruptive and valueless political system

(c) The problem of planning and implementation.

The aforementioned primary problems have led to the secondary problems which are as follows.

(d) The weakening of tertiary institutions administration.

(e) Poor teaching and learning outcomes such as diminishing research and consultancy traditions.

(f) Questionable service to the community.

So many attempts were made to solve the problems facing tertiary education in Nigeria but all the attempts seemed to achieve little if not nothing.

At single digit percentile of national budgets, as against the United nations Educational and scientific organization's recommendation of 26 percent, the funding figures for tertiary institutions especially in the last three decades, explain the poverty of Nigerian tertiary education and the concomitant dip in standard. Mostly, affected areas are building facilities, roads networks, power supply, water resources etc. other areas include knowledge facilities such as library accessions, computing facilities, teaching aid etc. the problems have further affected areas of research funding, recreation facilities, and welfare packages for lecturers which are presently either inadequate or nonexistent.

In the case of students, investment in tertiary education housing was withdrawn, leading to sharp increases in squatting in the few hostel facilities available and off-campus housing for students. As a result, many students nowadays, go through tertiary institutions without the tertiary institutions going through them.

Rather than respondents to the quality issues resulting from overpopulations, federal and state governments resorted to the proliferation of tertiary institutions. The federal government

recently announced the establishment of the five (5) more universities instead of standardizing existing ones. The newly established universities are having the same problems with the old ones (TET-FUND at a glance 2010) because no provision were made for capacity building opportunities for existing lecturers and training of new ones. As a result, some lecturers shuttle between tertiary institutions in Nigeria. To complicate matters, many lecturers, sought and obtained employment abroad in order to nurture their professional potential. These developments have resulted in poor teaching and learning outcomes in our tertiary institutions.

But it is not poor funding alone that contributed to the present state of underachievement. The anti-intellectual stance of corrupt and valueless federal and state government since the days of military administration has also eroded ethical values and academic standard in the tertiary education of the country. The truncation of university autonomy was accompanied by government interference in the university affair. The government is dictating to the university governing council thereby influencing the decisions of tertiary education.

The government's poor planning and defective implementation of policies and projects has also adversely affected the tertiary education in Nigeria. According to an article (Guardian 2006), describe the federal government's education policies as "chicken-on-the-rope" policies to capture their incessant shifts. The situation has since worsened to the point that it is under which education policy is now operative.

Within the past years, the overall education structure changed from 6-3-3-4 to 9-3-4. Within the same period, nine universities were newly established without regard to the problems facing the existing tertiary institutions and mass unemployment of the exiting graduates and the future of the new universities and their graduate was not seriously considered.

As Salami (1977) noted, that Educational systems were said to produce skilled manpower and the new knowledge requisite for technological advancement and economic growth. The question is, how could these be achieved when the quality of the graduates produced by our tertiary institutions are assumed to be have done with little skills to compete in the outside environment and by extension help in developing the country. Nigerian tertiary institutions must reorganize its fundamental role in shaping the human resources necessary for societal development and their responsibilities to help solve social and cultural problems.

Other problems are specified by the researcher as follows:

- Increasing rate of Brain drain which clearly showed the worsening conditions in the Nigerian tertiary education. This is accompanied by low rate welfare package to the lecturers to correlate with the efforts they make towards uplifting the standard and quality of tertiary education in the country.
- The growing number on quality of privately owned tertiary institutions which undermine the efforts of the government towards solving the existing problems facing the tertiary institution in the country. The higher class people rank private institutions higher in terms of structures and facilities which increase enrolment of students into these private institutions and lower the enrolment to public owned tertiary institutions.
- Employers' preference for overseas educational qualifications. In so many cases employers prefer to employ candidate with overseas qualifications leading to mass exodus by students to foreign institutions instead of concentrating domestically to uplift the standard of the local tertiary institutions. This affects the standard of our tertiary institutions and undermines the efforts of the lecturers to produce quality graduates and skilled manpower in the country.

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- The attempts by the government to liberalize the administration of tertiary education is another pointing problem of government has made several attempts to make less strict guidance and coordination in terms of administration of the existing tertiary institutions. This affects the standard of and quality of education in the country because even with the strict government coordination, the quality and standard of tertiary education in the country is still low talk more of liberalizing their administration.

The conglomeration of the said problems necessitated the government to establish Tertiary Education Trust Fund (TET-FUND) as an interventionist mechanism to fund the education sector. The terms of reference for the agency were to improve the general educational standard of the country by eradicating the above captured problems which would in turn help in developing the country at large.

There are other attempts to solve the problems facing the tertiary education such as Petroleum Trust Fund (PTF), various Alumni Associations, Foreign donour agencies etc all contributing towards the development of tertiary education in the country to ensure that education sector in general is standardized.

Hope after TET-FUND Intervention

The government of the country looked at the problems facing the tertiary education system and decided to introduce Education Tax Fund as an Interventionist agency to solve the problems of tertiary education in Nigeria. It is hoped that, if the aforementioned problems are solved then the tertiary education system would be standardized with the following indices:-

(1) The tertiary institutions should have standard structures to include good offices, standard lecture theatres, good conference rooms, neat environment with good road network, good

excellent/social centers to eradicate the problem of decay in structure in the tertiary education system.

(2) Provision of standard teaching and learning aids. It is expected that TET-FUND should help the tertiary institutions to have good teaching and learning aids such as the white Board, public address system, good chairs etc which would enhance message sending and reception.

(3) Provision of effective funding system free from all sorts of corruption and mismanagement of funds meant for tertiary institutions development since funding is a major constraint towards developing tertiary education system, with effective management of funds available to them, they can be standardized and uplifted.

(4) It is also hoped to have creative and innovative approaches to educational learning and teaching and even services. There is a need for creativity and innovation in tertiary education system so that new things can emerge to move the country forward.

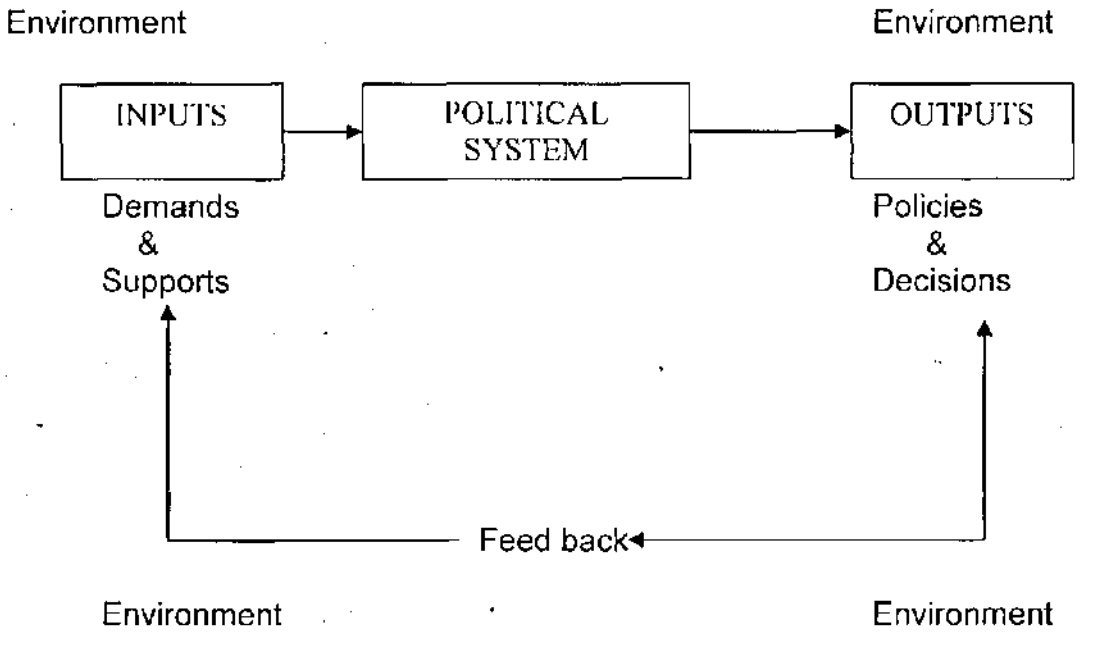
(5) It is also expected that literacy-enhancing programmes as scientific information and technological literacy to improve science and technology in order to compete in the changing environment and the world at large.

These among others are the hope of tertiary education system with the establishment of Education Tax Fund and other intervening agencies that are geared towards improving the standard of tertiary education in Nigeria.

2.2 Theoretical Framework

The theory to be used in this study is systems theory as popularized by David Easton as an approach to the analysis of political system. He sees political system as having many different parts but working harmoniously to achieve a specific or some objectives. Here political system has been regarded as an open system. In other words, "authoritative allocation of values" is made because there are corresponding demands from the society or environment; it becomes "authoritative" because it gets popular "supports" from the environment. In David Easton's terminology, the political system receives "input" from the "environment" in the form of "demands" and "supports", it produces "outputs" in the form of "policies and decisions". The "outputs" flow back into the environment through a "feedback" mechanism; giving rise to fresh "demands" etc This may be illustrated as follows:

Figure 1:



Easton has characterized demands as the raw materials out of which finished products called decisions or policies are manufactured. He described called decisions or policies are manufactured. He described supports as the energy in the form of actions or orientation enabling the political system to convert the demands into authoritative decisions and policies. Demand may arise from any source the people, politicians, administrators, opinion leaders and so on depending on the nature of the regime. The extent of support is bound to vary depending on the expectations of the people from their political system.

Variability of support is bound to affect the destinies of the political authority (often called governments), the regime (democratic, authoritarian etc). Outputs are produced by the political system through special processes that ensure their acceptance as binding by most members of the society.

Easton has also given an elaborate classification of demands, supports and outputs which illustrate their nature thoroughly. Demands are sub-classified into four (4) types (1) Demands for allocation of goods and services such as wages and working condition, education opportunities, recreational facilities, roads and transport etc. (2) demands for regulation of behaviours such as provision of public safety, control over market and rules pertaining to health and sanitation etc (3) demands for participation in the political system such as the right to vote, to hold offices, to petition government bodies and officials and to form political associations (4) demands for communication and information such as the affirmations of norms, the information such as the affirmation of norms, the information regarding policy intent etc.

To him supports are also classified into four (4) types (1) materials supports such as payment of taxes and other levies, rendering services in the public interests in the firm of social works and military services (2) obedience to law, rules and regulations (3) participatory supports such as voting, political discussion and other political activities (4) paying attention to governmental communication and respect to public authority symbols and ceremonies.

The outputs which may be dubbed together as policies and decisions are again sub-classified into four (4) categories (1) extractions, which may take the form of tributes, taxes or personal services (2) regulation of behaviour, which may cover a wide range of human activities (3) allocation or distribution of goods and services, opportunities, honours, statuses etc (4) symbolic outputs including affirmation of values, display symbols and communication of policy intent. Feedback is essentially a communication process which produces action in response to information about the state of the political system, or some parts thereof, or its environment to structures within the system in such a way that the future action of those structures is modifies in consequences. The results of such modification may in turn, produce further modifications and so on. The feedback channel helps the political system in approaching its goals.

Under the normal circumstances, demands would serve as guide to the political system for determining its politics and goals and supports will enable it to achieve its goals. It may be hopes that if the political system capable of processing the demand to inputs effectively, supports to inputs are bound to come forth from its environment.

Feedback mechanism is expected to adjust output to inputs for another effective management.

The Nigerian political system has many parts working harmoniously to achieve the overall objectives of the nation. Among the parts, is education which needs to be strong, in order to aid other parts to achieve the goal of development, policies upon policies have been set up to ensure educational system is lifted to the required standard. Among the policies and agencies put in place is Tertiary Tertiary Education Trust Fund (TET-Fund) which is put in place as inputs with personnel and financial resources but with the supervision of the federal government (political system) to produce outputs in form of good structures, standard library and laboratory equipments, research grant and lecturers training and development etc in the Nigerian tertiary institution which by extension would ensure sound and vibrant graduates to handle other sectors.

Among these productive sectors which education aids are industrial sectors, agricultural sector commercial sector, technological sector et which are uplifted by the quality of graduates that the education sector is producing. Quality manpower produced by the education sector should be able to transform the entire political system to a better state and the entire political environment or society should feed the education system back as to the quality of graduates it produces the feedback mechanism helps to revolve round the entire system and reshape the outputs to a better standard. It is expected that quality education system should produce quality and vibrant graduates (manpower) that would work in other sectors such as small and medium scale industries, mechanized agriculture, communication and information units etc the entire

political system works harmoniously to ensure social, economic and political development of Nigeria as a whole.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter attempt to present the detail of the research design, population size of the study, sample size, sampling techniques and sources of data. It also comprises of the methods of data collection, instruments for data collection, statistical tools for analysis and interpretation and the justification for applying all the instruments applied are captured.

According to Mmaduakonam (2004), research methodology is a better road map to the researcher's investigation and it gives the blue print of the work because it specifies the frame work design population, the sample, the sampling techniques and the instruments of data analysis and interpretation. As such the research methodology unit or chapter is designed to provide the conceptual framework data gathering, data analysis and data interpretation.

3.2 Research Design

Usually, social science research determines the relationship between two or more phenomena or variables. This research work focuses on the quantitative design which attempts to reduce social phenomena to quantifiable data which can then be statistically analysed, focusing on the links and attributes across several cases. Quantitative design is efficient and focuses only on the result not the process itself. Quantitative data are precise and is often the result of the surveys or questionnaires.

According to Kumar (2005), a research design is a procedural plan that is adopted by the researcher to answer questions validly, objectively, accurately and

economically. A research design is the plan, structure and strategy of investigation that guide the researcher in the collection and analysis of data.

3.3 Survey Method

This is the most widely used method in the social sciences. Surveys are systematic ways of gathering information from a large number of people who themselves constitute a sample by asking them questions. They generally involve the use of structured and semi-structured questionnaire. Survey can be administered, via face-to-face, interview, telephone, mail and the administration of questionnaires (Osuala, 2005).

The purpose of a survey is not the collection of data per se but the discovering of the meaning in the data collected so that facts and events can be better understood, interpreted and explained. In other words, surveys can be used to explore relationship between different variables. Surveys may be used for descriptive, explanatory and exploratory purposes. Surveys method is used in this study because individual people are the units of analysis on the impact of TET-FUND interception towards the development of tertiary institution's in Kaduna State. Although this method can be used for other units of analysis such as groups or interactions, it is necessary that some individual persons are used as respondents or informants. Survey research is probably the best method available for the research work and one of the most frequently used in the field of social and management sciences because they are field work involving large number of people which demands use of sampling.

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3.4 Population and Sample Size

Samples size is the total number of element of the population that are selected for closer study in the research (n of N). The larger the size of the sample, the more representation of the total population and the more reliable the generalization about the total population because large size reduces the standard error of measurement (Olabisi, 2004).

The population size of Tertiary Education Trust Fund (TET-FUND) is 200 people who constitute the work force or manpower that run the day-to-day affairs of the organization. For the purpose of this study, we use simple percentage method to determine the sample size where we use 50% of the total population size of TET-FUND which gives us 100 as our sample size which was obtained as thus:

$$\frac{50}{100} x \frac{200}{1} = 100$$

We went ahead to pick seventeen (17) management staff in each of the three selected tertiary institutions systematically, which gives a total of *50,* thereby making the sample size to be 150. The institutions selected are ABU Zaria, ECE Zaria, and Nuhu Bamalli Polytechnic, which are assumed to represent tertiary institutions.

3.5 Sampling Techniques

This study uses the random or probability sampling technique which is the selection of available population elements into that sample based purely on chance occurrence. The process of probability sampling can be divided into four (4) stages:

(i) Identifying a suitable sampling frame based on your research questions.

(ii) Decide on a suitable sample size

(iii) Select the most appropriate sampling technique and select the sample.

(iv) Ensure that the sample is representative of the population.

This research uses the following probability sampling techniques:

(a) Simple random sampling: - Here elements in a sampling frame are numbered and then drawn into the sample. Every element has the same opportunity of being selected.

(b) Systematic sampling:- This enables the choice of elements of the population by the use of an orderly criterion of selection.

(c) Stratified sampling:- This is a form of probability sampling in which a sampling frame is divided into one or more strata such as sex, age, grade unit etc.

3.6 **Source of Data**

This research work largely uses two sources of data, namely primary sources of data and secondary sources of data.

(1) Primary sources of data:- This sources refers to data obtained from observation, and administration of questionnaires.

(2) Secondary sources of data:- They are data obtained through contacting related relevant text books, magazines, journals, newspapers etc.

3.7 **Instruments/Methods of Data Collection**

The instruments used in data collection are:

(a) **Questionnaire**:- This is a series of carefully prepared questions aimed at collectively providing answers that constitute part of the data required in a statistical enquiry. In this research, questionnaire was divided into the bio data section consisting the detail background of the respondents and second part consisting the questions that has to do

with the hypothesis. The questions asked in the questionnaires were simple, short, direct, clear and easy to understanding.

The researcher used this instrument because of the following:

(i) Free from research bias

(ii) It is very cheap

(iii) Anonymity is always claimed.

(iv) It is useful in a widely scattered population and suitable for highly intellectual survey research.

The questionnaires were administered by the help of a research assistant and self collection method. Questionnaires were designed along the five (5) point Likert Scale - SA = strongly agreed, A = Agree, I = Indecisive, Strongly disagree and D= Disagree. In some cases Yes or No questions were also used.

(b) **Observation:-** This method was utilized to assess the rate of building and physical projects construction in these selected institution in Kaduna State. The data from this source are more dependable because they are seen and .can easily be referred to even though some in renovation form while some are in new construction form. It assisted the researcher to have the in-depth knowledge and in sight of the impact of ITF on the development of tertiary institution in Kaduna State.

3.8 Method of Data Presentation and Analysis

Data were presented and anaylsed in this study using simple percentage, average means score and chi-square tools of statistical analysis.

(i) Percentage: it is a rate, number or amount in each hundred. It is expressed as & and represented by this formular in this research work.

No of respondents x 100

Total number of respondents 1

(ii) Average mean score: This is commonly known as the arithmetic average. It is computed by dividing the sum of a set score by the number of cases. In the form of a formular is represented below as thus:

$$\bar{x} = \frac{ZFP}{N}$$

Where: x = Average mean score

£fp = sum of frequency percentage

N = number of variables.

Source: Bashirat (2003).

CHAPTER FOUR

HISTORY AND OPERATIONAL PATTERN OF TERTIARY EDUCATION TRUST FUND (TET-FUND)

Historical Background of TET-FUND

4.1 Introduction

The Tertiary Education Trust Fund (TET-FUND) is a trust fund established under the Education Tax Act No. 7 of 1993 and amended by act No. 40 of 1998 with the objective of using funds with project management to improve the quality of education in Nigeria. To enable the TET-FUND achieve the above objective, Act No. 7 of 1993 as amended imposes 2 percent Education Tax Fund on the assessable profit of all registered companies in Nigeria.

The Federal Inland Revenue Service (FIRS) is empowered by the Act to assess and collect Education Tax. The fund administers the tax imposed by the Act and disburses the amount to educational institutions at Federal State and Local Government levels. It also monitors the projects executed with the funds collected to the beneficiaries.

Tertiary Education Trust Fund is a Federal Government Agency which fund projects in schools/educational Institutions at all the three (3) tiers of government and all the three (3) levels of delivery system, namely primary, secondary and tertiary institution of learning in the education sector. In an interventionist holding in trust for the government, the Education Tax (TET-FUND) collected, ensuring its effective utilization by the beneficiaries through project based solution process monitoring and evaluation to ensure success.

TET-FUND fund intervention projects in educational institutions in line with its mandate and in so doing promote sustainable developmental activities within the education sector using funding and projects management mechanisms.

Tertiary Education Trust Fund is a world-class public sector agency with a solid reputation for creativity excellence and responsiveness; and a strong commitment to accountability, transparency and efficient service delivery. The mission of the TET-FUND is to deliver competent and forward-looking intervention programmes, through funding to all level of the Nigerian educational system in line with the provision of the enabling Act.

Tertiary Education Trust Fund came into being at a time when the education sector had suffered many years of neglect by successive governments which resulted in large-scale decay of institutional facilities, physical structures, academic, teaching and research equipment etc. In addition; teacher's morale has been dampened and genuine interest in teaching and learning had been eroded from our educational system.

Tertiary Education Trust Fund (TET-FUND) is being looked upon as a panacea to the Myriad of problems facing the education sector especially in the area of funding. Its strategy for intervention has been acclaimed as a model of managing a public trust. TET-FUND is therefore, poised to bequeath this legacy as one of the dividends of democracy in today's system of administration.

TET-FUND is empowered by law to monitor the execution of project, by its beneficiaries so as to ensure compliance with laid down procedure/regulations on its funds utilization. Unlike other funds, such as the disbanded Petroleum special Trust Fund, OMPADEC and the present NDDC which approve and award contract, TET-

FUND only disburses and supervise the projects embark upon by the beneficiary. The TET-FUND allow the beneficiary institutions to award contracts thereby promoting a most reliable transparent development model with large capacity for popular participation in its service delivery.

As of today, TET-FUND intervention in the education sector covers the following fifty eight *(58)* universities and four (4) inter-university centres, fifty one (51) polytechnics, sixty (60) monotechnics, sixty two (62) colleges of education, federal ministry education for unity and technical schools thirty seven (37), state ministry of education and FCT for senior secondary schools thirty seven (37) states primary Education board including FCT for primary Education.

4.2 The Objectives of the TET-FUND

(1) Provide funding for the educational facilities and infrastructural development

(2) To promote creative and innovative approaches to educational learning and teaching and even services.

(3) To stimulate, support and enhance improved activities in educational foundation areas like teachers education, teaching practice, library developments etc.

(4) Championing new literacy-enhancing programmes as scientific information and technological literacy.

(5) To manage education tax in a way that is most beneficial to the Nigerian people.

The Tertiary Education Trust Fund (TET-FUND) has pursued its objectives with commitment, diligence and favour to the areas of needs. In the process it has developed a culture of accountability and transparency in its operation over the years which help in ensuring efficiency and effectiveness in service delivery. The

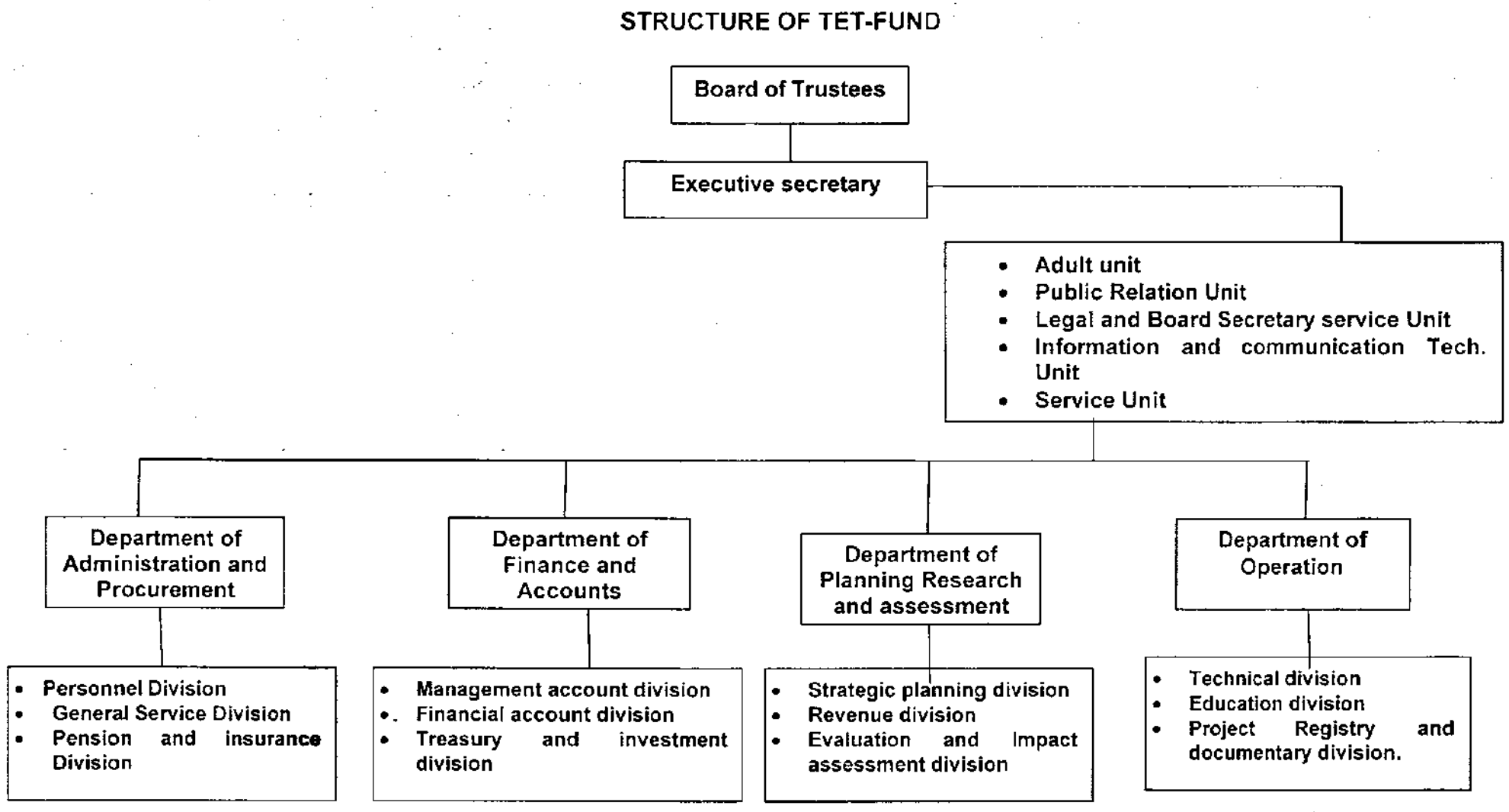
aforementioned objectives guide the activities of the TET-FUND in making sure that the education sector is well equipped and raised to the highest standard in the international seeing.

4.3 The Structure of the TET-FUND

The structure of the TET-FUND below shows the hierarchical nature of the organisation and show the channel of command in the organisation and how authority flows from the top ranked officials to the lower ranked officers at the bottom. The organizational structure of TET-FUND is headed by the Board of Trustees. The Board of Trustees is the highest decision making body of the fund. It comprises of the chairman and nine members. Six (6) of the trustees are drawn from the six (6) geo-political zones of the country. Three (3) ex-officio members represent the federal ministry of education and finance as well as chairman Federal Inland Revenue management headed by executive secretary and is made up of Directors who are also Head of Departments (HOD). They take charge of the day to day running of the affairs of the funds with learn but well trained and competent personnel's possessing requisite skills in fund mobilization and development, evaluation and monitoring of the intervention projects.

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Figure II



Source: TET-FUND Hand Book, 2010.

4.4 **Function of the Departments**

4.4.1 **The Board of Trustees**

The Education Tax Law as amended spells out the responsibilities of the Board of Trustees. It states clearly that; the board shall have power to:

(a) Monitor and ensure the collection of tax by the federal Inland Revenue (FIRS) and ensure transfer of the fund.

(b) Manage and disburse the fund

(c) Liaise with the appropriate ministries or bodies responsible for collection and safe keeping of the tax/fund.

(d) Receive request and approve admirable projects after due consideration.

(e) Ensure disbursement to various levels of education

(t) Invest fund in appropriate and safe securities

(g) Monitor and evaluate the execution of the projects

(h) Update the federal government on its activities and progress through annual and audited reports.

(i) Review progress and suggest improvement within the provision of the enabling laws.

4.4.2 **The Secretariat**

The executive management, headed by the executive secretary is made up of Directors who are also Head of Departments (HODs). They take charge of the day to day running of the organisation with lean but well trained and specialized personnel's possessing requisite skills in fund mobilization and development, projects management, monitoring and evaluation, and the ability to direct the affairs of both personnel and the

resources for better. The secretariat is headed by the executive secretary, who is the chief executive and the accounting officer of the fund. Directors/Heads of departments and units assist him in the day to day running of the fund.

4.4.3 Department of Administration and procurement

This department is saddled with the responsibility of coordinating both human and material resources to achieve the objectives of the objectives of the organisation. It is also charged with the responsibility of organizing the recruitment process from advertisement, sorting and short listing, interview, recruitment and placement of staff of the TET-FUND.

4.4.4 Department of Finance and Accounts

This department manages account division of the TET-FUND. It takes charge of the treasury which is concerned with incoming and outgoing of the fund within the organisation. It also takes care of the investment division to measure the profit and loss balance sheet.

Department of Planning Research and Assessment

This department is concerned with the strategic planning division and revenue accrued from the main source and from the investment engaged. It also takes charge of evaluation of projects of the beneficiaries by comparing the amount disbursed and the achieved results and general assessment is made. Planning of where and when to inject money into is done in this unit which makes the unit very sensitive.

4.4.5 Department of Operation

This is a technical division of TET-FUND which has to do with the registry of both personnel's and projects and virtually all documentation are done in this unit. This unit

ensures the smooth running of the TET-FUND because it is concerned with the general operation of the TET-FUND.

The above mentioned departments and their respective responsibilities ensure the smooth functioning of the TET-FUND. Each unit and department is given a specific duty to ensure division of labour and by extension specialization which increase efficiency and effectiveness in the TET-FUND service delivery.

4.5 Sources and mode of expenditure of TET-FUND

TET-FUND fund intervention, generate revenue for running its affairs through two percent (2%) assessable profit of limited liability companies and special grant from federal government. The two percent (2%) assessable profit of limited liability companies is collected by Federal Inland Revenue service (FIRS) on behalf of the Tertiary Education Trust Fund (TET-FUND) and it is collected twice a year i.e. after six (6) month.

The mode of expenditure adopted by Tertiary Education Trust Fund (TET-FUND) on tertiary institutions is that they allocate flat rate to all universities, flat rate to all polytechnics and flat rate to all colleges. Only in cases of disaster like fire, flood or Hurricane/wind that special interventions are made. Their book of account is always opened for independent monitoring group and general public for assessment and evaluation which ensure accountability and transparency in the organization (TET-FUND and book 2007).

4.6 Prospects of TET-FUND

The Tertiary Education Trust Fund is being looked upon as a panacea to the myriad of problems of infrastructural decay, poor teaching and learning equipments, library tools, poor social facilities etc. in the education sector. Its strategy for intervention has been acclaimed as a model of managing a public trust. The Tertiary Education Trust Fund is therefore, poised to bequeath this legacy as one of the dividends of democracy.

Tertiary Education Trust Fund is also seen as an agency that would help to eliminate all delays in the commencement of projects, completion of projects and stop the abandoning of vital projects that would raise the standard of education in the country and Kaduna State in particular. Tertiary Education Trust Funds i faced with the challenge of boosting the confidence of stakeholders in the fund by maintaining a high standard of transparency as well as efficient and effective operation.

Also the ability to enhance and boost teachers morale to such a high level and to positively rekindle interest in teaching and learning in Nigeria schools and Kaduna State in particular.

Furthermore, to improve their ability to sufficiently sensitized and collaborate effectively with the Federal Inland Revenue Service (FIRS) to expand the fund revenue base in or er to accommodate the myriad of problems facing the education sector.

CHAPTER FIVE

DATA PRESENTATION AND ANALYSIS

5.0 Introduction

This chapter presents the data collected from the field through the use of questionnaire administered to test the hypotheses formulated in the introductory chapter using some statistical tools of analysis, the data collected were also analysed and generalizations were made. The questionnaires have been administered to the staff of TET-FUND and some management staff in three (3) selected tertiary institutions which includes ABU Zaria, FCE Zaria, and Nuhu Bamalli Polytechnic Zaria. All together, a total of 150 questionnaire were administered out of which 100 were administered to the staff of TET-FUND while 50 were administered to the management staff of the three (3) selected tertiary institutions as mentioned above. Random sampling technique was used in selecting the respondents such that every employee of the organization has equal opportunity of being selected. But in the 3 selected institutions, stratified sampling technique was used because only the concerned management staff were selected in order to get authentic data so that valid research work would be produced.

Data Presentation

Of all the total of 150 questionnaires administered, 120 were returned validly.

Rate of return =

Number of Questionnaire returned x 100
Total number of questionnaires administered 1

Source: Osuala 2006.

$$=\frac{120}{150} \times \frac{100}{1}$$

$$= 80\%$$

As such a total of 80% of the questionnaire administered were returned which are enough to make the research work a valid one. The questionnaires had two sections: section A and B.

Section A (Bio Data)

Table 5.1 **Sex distribution of the respondents**

Option	No Respondents	Percentages (%)
Males	85	70.8
Females	35	29.2
Total	120	100

Source: Researcher's Survey, 2011.

From the table above, *85* of the respondents which represent 70.8% were males while 35 of the respondents presenting 29.2% of the total respondents were females giving a total of 120 respondents.

Table 5.2 **Age distribution of the respondents**

Option	No Respondents	Percentages (%)
20-30	15	12.5
30-40	23	19.2
40-50	37	30.8
50-60	35	29.2
60-70	10	8.3
Total	120	100

Source: Researcher's Survey, 2011.

From the table above, 15 of the respondents representing 12.5% of aged between 20-30 years, 23 respondents representing 19.2% aged 30-40 years, 37 respondents representing 30.8% aged 40-50 years, while 35 respondents representing 29.2% aged 50-60 years and 10 respondents representing 8.3 % aged 60-70 years who are all from the 5 selected institutions visited by the researcher.

Table 5.3 **Marital Status**

Option	No Respondents	Percentages (%)
Married	115	*95.8*
Single	5	4.2
Total	120	100

Source: Researcher's Survey, 2011.

From the table presented above, 115 respondents representing *95.8%* were all married while the remaining 5 respondents representing only 4.2% were single which shows that the researcher largely dealt with matured and elderly people with much life experience.

Table 5.4 **Rank Distribution of the respondents**

Option	No Respondents	Percentages (%)
Senior Staff	100	83.3
Junior Staff	20	16.7
Total	120	100

Source: Researcher's Survey, 2011.

From the table above, 100 respondents representing 83.3% were senior staff while the remaining 20 respondents representing 16.7% were junior staff which helps the researcher in getting valid and authentic data for the research work.

Table 5.5 **Years in Services**

Option	No Respondents	Percentages (%)
Below 5 years	15	12.5
5 — 10 years	35	29.2
11 — 15 years	40	33.3
16 and above	30	25
Total	120	100

Source: Researcher's Survey, 2011.

From the table presented above, 15 respondents representing 12.5% were below five years in services, 35 respondents representing 29.2% were between 5-10 years in service, 40 respondents representing 33.3% were between 11-15 years in service and 30 respondents were between 16 years and above in service which shows how the researcher was careful in using the experience staff of the organization thereby generating viable data.

Table 5.6 **Educational Qualification**

Options	**No Respondents**	**Percentages (%)**
SSCE	5	4.2
OND/NCE	15	12.5
HND/BSC	70	58.3
Masters and Above	30	25
Total	120	100

Source: Researcher's Survey, 2011.

From the table above, 5 respondents representing 4.2% had SSCE as their highest qualification, 15 respondents representing 12.5% had OND and NCE as their highest qualification, 70 respondents representing 58.3% had HND and BSc as their highest qualification and 30 respondents representing 25 % had masters and above as their highest qualification. This justifies table 4 presented before with 100 senior staff and 20 junior staff as respondents.

Section B

Analysis of the data collected for hypothesis one (1) which the null (Ho) states that TET-FUND intervention does not play an important role toward the development of tertiary institutions; while the alternate hypothesis (Hi) states that TET-FUND intervention plays an important role towards the development of tertiary institutions in terms of structures, library and laboratory equipments, teaching aids, teachers training etc.

The data collected were presented and analysed as follows:

Table 5.7 ***Performance level of TET-FUND towards solving the problems facing education especially in the three selected institutions.***

Option	No Respondents	Percentages *(%)*
High	35	29.2
Very High	55	*45.8*
Low	10	8.3
Very Low	15	*12.5*
Undecided	5	4.2
Total	120	100

Source: Researcher's Survey, 2011.

From the table presented above, *35* respondents representing 29.2% rated the TET-FUND performance high while *55* respondents representing *45.8%* rated the TET-FUND performance very high making a total of 90 respondents representing 75 % who responded positively that the performance of TET-FUND towards solving the problems facing education in Nigeria particularly in these institutions. But 10 respondents representing 8.3 % rated the TET-FUND performance low while 15 respondents representing *12.5%* rated the TET-FUND performance very low making a total of 20 respondents representing 20.8% who responded negatively that the TET-FUND performance is low. 5 respondents were undecided representing just 4.2%.

Table 5.8 **Without *TET-FUND as interventionist mechanism, education would suffer a setback due to inadequate funds***

Option	No Respondents	Percentages *(%)*
Agree	40	33.3
Strongly agree	65	54.2
Disagree	3	2.5
Strongly disagree	7	5.8
Undecided	5	4.2
Total	120	100

Source: Researcher's Survey, 2011.

From the table above, 40 respondents representing 33.3% agreed while 65 respondents representing 54.2% strongly agree making a total of 105 representing 87.5 % respondents who agreed that without TET-FUND intervention education would have suffered a setback in Kaduna State. But 3 respondents representing 2.5 % disagreed

and 7 respondents representing 5.8% making a total of 10 respondents representing 8.3% who disagreed that without TET-FUND education would have suffered a setback due to inadequate fund while 5 respondents representing 4.2% were undecided on the matter.

Table 5.9 ***The impact of TET-FUND intervention has been felt in every corner of these selected tertiary institutions***

Option	No Respondents	Percentages *(%)*
Agree	65	54.2
Strongly agree	45	37.5
Disagree	0	0
Strongly disagree	0	0
Undecided	10	8.3
Total	120	100

Source: Researcher's Survey, 2011.

From the table above, *65* respondents representing *54.2%* agreed while 45 respondents representing *37.5%* making a total of 110 respondents representing 91.7% who agreed that the impact of TET-FUND has being felt in every corner of these selected tertiary institutions. None of the respondents disagreed with the assertion but 10 respondents representing 8.3 % were undecided on the motion that the impact of ERF intervention has being felt in every corner of these selected tertiary institutions.

Table 5.10 ***Assess the fund intervention strategy adopted by TET-FUND towards solving the problem education sector***

Option	No Respondents	Percentages *(%)*
Good	35	29.2
Very Good	25	20.8
Poor	20	16.7
Very poor	25	20.8
Undecided	15	12.5
Total	120	100

Source: Researcher's Survey, 2011.

From the table above, 35 respondents representing 29.2% rated the TET-FUND strategy as good while 25 respondents representing 20.8% rated the TET-FUND strategy as very good making a total of 60 respondents representing *50%* who rated the strategy as good while 20 respondents representing 16.7% rated the strategy as poor and 25 respondents representing 20.8% rated the strategy adopted by TET-FUND as very poor making a total of *45* respondents representing 37.5 % who rated the strategy of TET-FUND towards solving the problems facing education as poor. 15 respondents representing 12.5% were undecided.

Table 5.11 ***TET-FUND is one of the agencies that implement their budget hundred percent (100%) which made it achieved success over time.***

Option	No Respondents	Percentages *(%)*
Agree	70	58.4
Strongly agree	40	33.3
Disagree	0	0
Strongly disagree	0	0
Undecided	10	8.3
Total	120	100

Source: Researcher's Survey, 2011.

From the table presented above, 70 respondents representing 58.4% agreed while 40 respondents representing 33.3% strongly agreed making a total of 110 respondents representing 91.7% who agreed that TET-FUND 100% implementation of budget helps in its success. None of the respondents disagreed while 10 respondents representing 8.3% were undecided on the motion.

Table 5.12 ***TET-FUND helps in the structural development of these selected tertiary institutions.***

Option	No Respondents	Percentages *(%)*
Yes	105	87.5
No	5	4.2
Undecided	10	8.3
Total	120	100

Source: Researcher's Survey, 2011.

From the table presented above, 105 respondents representing *87.5%* responded positively that TET-FUND intervention help in the structural development of these selected tertiary institutions while *5* respondents representing 4.2% responded negatively that TET-FUND intervention does not help towards the structural development of these selected tertiary institutions. But 10 respondents representing 8.3 % were undecided.

Table 5.13 ***TET-FUND fund intervention helps in solving the problem of poor research on the part of teachers/lecturers within these selected tertiary institutions***

Option	No Respondents	Percentages (%)
Agree	40	33.3
Strongly agree	55	45.8
Disagree	3	2.6
Strongly disagree	7	5.8
Undecided	15	12.5
Total	120	100

Source: Researcher's Survey, 2011.

From the table above, 45 respondents representing 33.3% agreed while 55 respondents representing 45.8% strongly agreed making a total of 95 respondents representing 79.1 % who agreed that TET-FUND intervention helps in solving the problem of poor research on the part of the teachers and students. But 3 respondents representing 2.6% while 7 respondents representing *5.8%* making a total of 10 respondents representing 8.4% who disagreed that TET-FUND intervention does not help in solving the problem

of poor research on the part of the teachers and students. 15 respondents representing 12.5 % were undecided on the matter.

Table 5.14 ***The impact level of TET-FUND intervention on staff (teacher/lecturers) training in tertiary these selected tertiary institution.***

Option	No Respondents	Percentages *(%)*
Hugh	50	41.7
Very high	*55*	*45.8*
Low	0	0
Very low	10	8.3
Undecided	5	4.2
Total	120	100

Source: Researcher's Survey, 2011.

From the table presented above, *50* respondents representing 41.7% rated the impact high while *55* respondents representing *45.8%* rated the impact very high making a total of 105 respondents representing *87.5* % rated the impact of TET-FUND intervention of teachers training high. None of respondents rated the impact as low but 10 respondents representing just 8.3% rated it very low while *5* respondents representing 4.2% were undecided on the matter.

Table 5.15 ***TET-FUND intervention helps in the provision of library and laboratory equipments which enhances students performance over time***

Option	No Respondents	Percentages (%)
Agree	60	50
Strongly agree	55	45.8
Disagree	0	0
Strongly disagree	0	0
Undecided	5	4.2
Total	120	100

Source: Researcher's Survey, 2011.

From the table presented above, 60 respondents representing 50% agreed while 55 respondents representing 45.8% strongly agreed making a total of 115 respondents representing 95.8% who agreed that TET-FUND intervention helps in the provision of library and laboratory equipments which enhances students performance in tertiary these selected tertiary institution. None of the respondents disagreed or strongly disagreed but 5 respondents representing 4.2% were undecided as to whether or not TET-FUND intervention helps in the provision of library and laboratory equipments.

Table 5.16 ***TET-FUND fund intervention helps in boosting the moral of the teachers and rekindle interest in teaching and learning following the provision of teaching aids.***

Option	No Respondents	Percentages (%)
Agree	61	50.8
Strongly agree	29	24.2
Disagree	17	14.2
Strongly disagree	13	10.8
Undecided	0	0
Total	120	100

Source: Researcher's Survey, 2011.

From the table presented above, 61 respondents representing 50.8% agreed while 29 respondents representing 24.2% strongly agreed making a total, of 90 respondent representing 75 % who agreed that TET-FUND fund intervention helps in boosting the teachers moral and rekindle interest in teaching and learning following the provision of teaching aids in these selected tertiary institution. But 17 respondents representing 14.2% disagreed while 13 respondents strongly disagreed making a total of 30 respondents representing *25%* who disagreed that TET-FUND fund intervene does not help in boosting the moral of the teachers in tertiary these selected tertiary institution. None of the respondents was undecided on subject matter.

Table 5.17 ***TET-FUND is committed towards introducing innovations and improvements in its intervention in science and technology to realize vision 2020 objective of being self reliant nation***

Option	No Respondents	Percentages *(%)*
Agree	37	30.8
Strongly agree	47	39.2
Disagree	12	10
Strongly disagree	14	11.7
Undecided	10	8.3
Total	120	100

Source: Researcher's Survey, 2011.

From the table above, 37 respondents standing as 30.8% agreed while 47 respondents standing as 39.2% strongly agreed making a total of 84 respondents standing as 70% who agree that TET-FUND is committed toward science and technology which would

help in the realization of vision 2020. But 12 respondents standing as 10% disagreed while 14 respondents standing as 11.7% strongly disagreed making a total of 26 respondents standing as 21.7% who disagreed with the stated motion. 10 respondents standing as 8.3% were undecided on the matter.

Table 5.18 ***Ranking of TET-FUND in the International policies standard coming 3rd behind salt iodization programme and Europe rehabilitation intervention of Second World War.***

Option	No Respondents	Percentages *(%)*
Agree	*45*	27.5
Strongly agree	*25*	20.8
Disagree	15	12.5
Strongly disagree	*5*	4.2
Undecided	30	25
Total	120	100

Source: Researcher's Survey, 2011.

From the table presented above, *45* respondent representing *37.5%* agreed while 25 respondents strongly agreed making a total of *70* respondent representing *58.3%* who agreed that TET-FUND is ranked among the most ambitious and well coordinated government agencies and also ranked among the top 3 in the world. But 15 respondent representing 12.5% disagreed while 5 respondents representing 4.2% strongly disagreed making a total of 20 respondents representing 16.7% who disagreed with the motion. 30 respondents representing *25%* were undecided on the issue.

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Comment on the Development of tertiary Institutions by the activities of TET-FUND intervention base on structural and infrastructural facilities.

Presentation above shows that 51 respondents representing 42.5% agreed while 28 respondents representing 23.3 % strongly agreed making a total of 79 respondents representing *65.8%* who agreed that the development of tertiary institutions by the activities of TET-FUND increased structural and infrastructural facilities in these selected tertiary institutions. But 11 respondents representing 9.2% disagreed while 10 respondents representing 8.3% strongly disagreed making a total of 21 respondents representing 17.5% who disagreed that the development of tertiary institution by the activities of TET-FUND has something to do with structural and infrastructural facilities 20 respondents representing 16.7% were undecided on the subject matter.

Table 5.19: **Highest Means Score (Hypothesis One)**

Variables	Highest Means Score
1	75 % of the respondents agreed or rated the performance of TET-FUND high towards solving the problems facing the education in these three selected tertiary Institutions.
2	87.5% of the respondents also agreed that without TET-FUND as a fund interventionist mechanism, education would have suffered a setback due to inadequate funds.
3	Also, 91.7% of the respondents agreed that the impact of TET-FUND fund intervention has being felt in every corner of these three selected tertiary institutions.
4	Again, 66.7% of the respondents agreed that the strategy adopted by TET-FUND towards solving the problems of education in Nigeria as good.
5	91.7% also agreed that TET-FUND hundred percent (100%) implementation of budget helps in its success overtime.
6	Moreover, 87.5% of the respondent responded positively that yes TET-FUND fund intervention helps in the structural development of tertiary institutions in Kaduna State.
7	Furthermore, 79.1 % of the respondents also agreed that the TET-FUND fund intervention helps in solving the problem of poor research on the part of the students and the lecturers in tertiary these selected tertiary institution by providing teaching and learning aid.
8	Also, 87.5% of the total respondents rated the TET-FUND fund intervention on staff (teachers/lecturers) training as high in tertiary these selected tertiary institution.
9	Again, 95.8% of the respondents agreed that the TET-FUND fund intervention helps in the provision of library and laboratory equipments in tertiary these selected tertiary institution which enhances student performances.
10	75 % of the total respondents also agreed that TET-FUND fund intervention

	helps in boosting the moral of the teachers/lecturers and rekindle interest in teaching and learning following the provision of teaching aids.
11	70% of the total respondents agreed that TET-FUND is committed towards introducing innovations and improvements in its intervention in science and technology which would enable the realization of vision 2020 objective of being a self reliant nation.
12	58.3 % of the total respondents agreed that TET-FUND fund intervention is one of the most coordinated and ambitious government agency and is ranked among the top three (3) well focused programmes in the world coming behind rehabilitation programme of the second world war and salt iodization programme.
13	65.8% of the total respondents agreed that the development of tertiary institutions by the activities of TET-FUND fund intervention increased the rate of students' enrolment in tertiary these selected tertiary institut.ion.
N=13	fp=1031.6

Source: Researcher Survey: 2011.

5.2 Test of Hypothesis One

The hypothesis to be tested states that TET-FUND fund intervention does not play an important role on the infrastructural development of these selected tertiary institutions. (Ho) while the alternate (Hi) states that TET-FUND fund intervention plays an important role in the development of these selected tertiary institutions. This in effect wants to see the relationship between TET-FUND fund intervention and the development of these selected tertiary institutions. The independent variable is "TET-FUND fund intervention" while the dependent variable is the "development of tertiary institutions". The study examined how the independent variable affects the dependent variable.

Decision Rule

The researcher's decision rule in the study is to accept the null hypothesis (Ho) and reject the alternate hypothesis (Hi) if the mean score is less than 60, and reject the null hypothesis (Ho) and accept the alternate (Hi) if the mean score is 60 and above.

As stated in the methodology chapter that the simple percentage and highest means score statistical tools of analysis were used in testing the hypothesis. The following formular was used for the calculation:

$$\bar{x} = \frac{\Sigma fp}{N}$$

Where: x = mean score

$\sum$fp = sum of frequency percentages

N = number of variables

Thus:

$$x = \frac{75+87.5+91.7+66.7+91.7+87.5+79.1+87.5+95.8+75+70+5\&3+65.8}{13}$$

$$x = \frac{1031.6}{13}$$

$$= 79.4$$

Going by the decision rule of accepting the null hypothesis (Ho) and rejecting the alternate hypothesis (Hi) if the mean score is less than 60, and using the computed result from the highest means score which is 79.4% of the responses, the null hypothesis (Ho) which states that "TET-FUND fund intervention does not play an important role towards the development of these selected tertiary institution" is hereby rejected because the result from the highest mean score of 79.4% is greater than the

60% in the decision rule. This shows that TET-FUND fund intervention play an important role towards the development of tertiary institutions in Nigeria as such it should be maintained with certain modifications and adjustments to suit the changing nature of the society.

Hypothesis Two (2)

The data presented and analysed below were based on hypothesis 2 which the null (Ho) states that; TET-FUND funding level has no impact on the structural development of these selected tertiary institutions and the alternate hypothesis states that funding system has direct impact on the structural development of these selected tertiary institutions.

Table 5.21 ***Funding system has direct relationship with structural development of these selected tertiary institutions.***

Option	No Respondents	Percentages *(%)*
Agree	70	*58.3*
Strongly agree	*50*	33.3
Disagree	3	8.4
Strongly disagree	0	0
Undecided	0	0
Total	120	100

Source: Researcher's Survey, 2011.

From table above, 70 respondents representing *58.3%* agreed while 40 respondents representing 33.3 % strongly agreed making a sum of 110 respondents representing 91.6 who agreed that funding system has direct effect on the structural development of these selected tertiary institutions but 10 respondents representing just 8.4% disagreed

that funding system direct effects on the structural development of these selected tertiary institutions. None of the respondents strongly disagreed or undecided on the matter.

Table 5.22 ***The two percent (2%) assessable profit of limited liability companies and special grant from the federal government are enough sources to sustain the activities of EFT as a funding mechanism of education.***

Option	No Respondents	Percentages *(%)*
Agree	0	0
Strongly agree	0	0
Disagree	87	72.5
Strongly disagree	30	25
Undecided	3	2.5
Total	120	100

Source: Researcher's Survey, 2011.

From the table presented above, none of the respondents agreed or strongly agreed that the present sources of TET-FUND are enough to sustain the activities as a funding mechanism of education in the country and Kaduna State in particular. But 87 respondents representing 72.5 % disagreed while 30 respondents representing 25 % strongly disagreed making a sum of 117 respondents representing 97.5% who disagreed that the current TET-FUND sources are enough to sustain its activities as a funding mechanism of education sector. 3 respondents representing 2.5% were under decided on the subject matter.

Table 5.23 ***The nature of flat allocation system to all universities and flat allocation system to all polytechnics and flat to all colleges is efficient.***

Option	No Respondents	Percentages (%)
Agree	15	*12.5*
Strongly agree	17	14.2
Disagree	*45*	*37.5*
Strongly disagree	43	35.8
Undecided	0	0
Total	120	100

Source: Researcher's Survey, 2011.

From the table above, 15 respondents representing 12.5% agreed while 17 respondents representing 14.2% strongly agreed making a sum of 32 respondents representing 26.7% who agreed that flat form system of allocation as done by the TET-FUND is efficient. But 45 respondents representing 37.5 % disagreed while 43 respondents representing 35.8% strongly disagreed making a sum of 88 respondents representing 73.3% who disagreed that the flat form system of funding is efficient on the ground that some institutions are more needy compared to others at a particular time. None of the respondents was undecided over the matter.

Table 5.24 ***TET-FUND as a funding mechanism is termed as EQD, meaning Easy and Quick fund for Development because of its quick response to poor structures over time.***

Option	No Respondents	Percentages *(%)*
Agree	*65*	54.2
Strongly agree	50	41.6
Disagree	5	4.2
Strongly disagree	0	0
Undecided	0	0
Total	120	100

Source: Researcher's Survey, 2011.

From the table presented above, 65 respondents representing *54.2%* agreed while 50 respondents representing 41.6% strongly agreed making a sum of 115 respondents representing 95.8% who agreed that TET-FUND can be termed easy and quick fund for Development because of its quick respondents to poor structures. But 5 respondents representing just 4.2% disagreed while none of the respondents strongly disagreed or was undecided on the matter.

Table 5.25 ***TET-FUND open its books and ledgers for independent monitoring group and the general public for assessment and evaluation***

Option	No Respondents	Percentages (%) -
Agree	23	19.2
Strongly agree	*57*	*47.5*
Disagree	17	14.2
Strongly disagree	15	*12.5*
Undecided	8	6.6
Total	120	100

Source: Researcher's Survey, 2011.

From the table presented above, 23 respondents representing 19.2% agreed while 57 respondents, representing 47.5 % strongly agreed that TET-FUND open its books and

ledgers for independents monitoring group and the general public for assessment and evaluation. But 17 respondents representing 14.2% disagreed while 15 respondents representing 12.5 % strongly disagreed making a sum of 32 respondents representing 26.7% who disagreed with the motion. 8 respondents representing 6.6% were undecided as to whether or not the TET-FUND open its books and ledgers for assessment and evaluation.

Table 5.26 ***The solid foundation for accountability, transparency and effective service delivery helps in its success overtime.***

Option	No Respondents	Percentages (%) =
Agree	37	30.8
Strongly agree	53	44.2
Disagree	23	19.2
Strongly disagree	7	5.8
Undecided	0	0
Total	120	100

Source: Researcher's Survey, 2011.

From the table presented above, 37 respondents representing 30.8% agreed while 53 respondents representing 44.2% strongly agreed making a total of 90 respondents representing 75 % who agreed that TET-FUND foundation of accountability, transparency and effective service delivery helps in its success over time. But 23 respondents representing 19.2% disagreed while 7 respondents representing 5.8% strongly disagreed making a sum of 30 respondents representing 25% who disagreed that accountability, transparency and effective service delivery helps in its success overtime. None of the respondents was undecided on the matter.

Table 5.27 ***The performance of TET-FUND presently is more effective and efficient compared to the old arrangement of solving the problems facing education in the country particularly in these selected institutions.***

Option	No Respondents	Percentages *(%)*
Agree	40	33.3
Strongly agree	*45*	*37.5*
Disagree	15	12.5
Strongly disagree	15	12.5
Undecided	5	4.2
Total	120	100

Source: Researcher's Survey, 2011.

From the table presented above 40 respondents representing 33.3 % agreed while 45 respondents representing *37.5* % strongly agreed making a total of *85* respondents representing 70.8% who agreed that the performance of TET-FUND presently is more effective and efficient compared to the old arrangement in an attempt to solve some problems facing the education sector. But 15 respondents representing 12.5% disagreed while another 15 set of respondents representing another 12.5 % strongly disagreed making a total of 30 respondents representing 25 % who disagreed that the performance of TET-FUND is more effective and efficient compared to the old arrangement. 5 respondents representing 4.2% were undecided on the matter.

Table 5.28 ***TET-FUND should take an incremental approach because of its impacts on the development of these selected tertiary institutions.***

Option	No Respondents	Percentages *(%)*
Agree	57	47.5
Strongly agree	53	44.1
Disagree	05	4.2
Strongly disagree	05	4.2
Undecided	0	0
Total	120	100

Source: Researcher's Survey, 2011.

From the table above, *57* respondents representing *47.5%* agreed, while *53* respondents representing 44.1 % making a total of 110 respondents representing 91.2% who agreed that TET-FUND intervention should take an incremental approach because of its impacts on the development these selected tertiary institutions. But *5* respondents representing 4.2% disagreed while *5* respondent representing 4.2% strongly disagreed making a total of 10 respondents representing 8.4% who disagreed that should take an incremental approach. None of the respondents was undecided on the matter.

Table 5.29 ***The needs to have certain modifications and adjustments to suit the changing nature of the system and the society at large.***

Option	No Respondents	Percentages *(%)*
Agree	60	50
Strongly agree	50	41.7
Disagree	10	8.3
Strongly disagree	0	0
Undecided	0	0
Total	120	100

Source: Researcher's Survey, 2011.

From the table presented above, 60 respondents representing 50% agreed while 50 respondents representing 41.7% making a total of 110 respondents representing 91.2% who agreed that if TET-FUND intervention is to take an incremental approach, there is need to have certain modifications and adjustments to suit the changing nature of the society. But 10 respondents representing 8.3 % disagree with the motion. None of the respondents strongly disagreed or was undecided on the subject matter.

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Table 5.30 ***TET-FUND as an interventionist mechanism capable of solving the number of problems facing the education sector ranging from poor structures, poor library and laboratory equipments, poor teachers moral, poor teacher's training etc if all the necessary modifications and adjustment are made.***

Option -	No Respondents	Percentages *(%)*
Agree	47	39.2
Strongly agree	49	40.8
Disagree	*5*	4.2
Strongly disagree	10	8.3
Undecided	9	*7.5*
Total	120	100

Source: Researcher's Survey, 2011.

From the table presented above, 47 respondent representing 39.2% agreed while 49 respondents representing 40.8% strongly agreed making a sum of 96 respondents representing 80% who agreed that TET-FUND intervention is capable of solving the number of problems facing the education sector of modifications and adjustment are made. But *5* respondents representing 4.2% disagreed while 10 respondents representing 8.3% strongly disagreed making a total of 15 respondents representing *12.5%* who disagreed with the motion. 9 respondents representing *7.5%* were undecided on the issue.

Table 5.31 ***TET-FUND fund intervention is making provision for specific and tangible reward for research activities and book development to compliment National Research Fund (NRF) towards achieving quality education in Nigeria.***

Option	No Respondents	Percentages *(%)*
Agree	0	0
Strongly agree	0	0
Disagree	85	70.8
Strongly disagree	25	29.2
Undecided	0	0
Total	120	100

Source: Researcher's Survey, 2011.

From the table presented above, none of the respondents agreed or strongly agreed with the motion that specific amount is set aside for research activities and book making or development to compliment National Research Fund (NRF). But 85 respondents representing 70.8% disagreed while 35 respondents representing 29.2% strongly disagreed making a sum of 120 respondent representing 100% who disagreed that TET-FUND fund intervention is making any attempt to set aside specific tangible amount for research activities and book making or development to compliment NRF. None of the respondents was undecided on the matter.

Table 5.32 ***The scrapping of TET-FUND and looking for another alternative towards solving the problems facing the education sector.***

Option	No Respondents	Percentages *(%)*
Agree	0	0
Strongly agree	0	0
Disagree	80	66.7
Strongly disagree	26	30
Undecided	4	3.3
Total	120	100

Source: Researcher's Survey, 2011.

From the table presented above, none of the respondents agreed or strongly agreed the TET-FUND fund intervention should be scrapped. But 80 respondents representing 66.7% disagreed while 36 respondents representing 30% strongly disagreed making a total of 116 respondents representing 96.7% who disagreed that the TET-FUND fund intervention should be scrapped but some modifications and adjustments should be made where necessary. 4 respondents representing 3.3% were undecided as whether the programme should be scrapped or not.

Comment on the funding level of TET-FUND in relation to the activities it undertakes towards the development of tertiary institution in Nigeria.

60 respondent representing 50% to believe that the level of funding of TET-FUND is low compared to the bulk of activities it handles towards developing tertiary institution in Nigeria. While 30 respondents representing 25% were of the view that, the funding level of TET-FUND is enough to develop the existing tertiary institutions in Nigeria. And 30 respondents representing 25% of the total respondents were undecided on the matter.

Table 5.33: **Highest Means Score (Hypothesis Two)**

Variable	Highest mean score
1	91.6% of the total respondents agreed that funding system a significant relationship with the structural development of tertiary these selected tertiary institution.
2	72.5 % of the respondents maintained their 2% assessable profit of Limited liability companies and the special grant from the Federal Government need to be improved because they are not enough to serve as sources of fund for TET-FUND.
3	73.3% of the respondents responded negatively that flat allocation system to all universities, flat to polytechnics and flat to all colleges as inefficient because some institution have more problems than the others.
4	Also, *95.8%* of the total respondents agreed that TET-FUND funds intervention is EQD meanings Easy and Quick Fund for Development because of its quick response to structural problems over a short period of time.
5	66.7% of the respondents agreed that TET-FUND open its books and ledgers for independent monitoring group and general public for assessment and evaluation.
6	Again, *75* % of the total respondents agreed that the solid foundation of 1 accountability and transparency help in TET-FUND fund intervention success over time.
7	Furthermore, 70.8% of the total respondents agreed that the performance of

	TET-FUND fund intervention presently is more effective and efficient compared with the old arrangement in terms of solving the problems facing the education system.
8	Moreover, 91.7% of the total respondents agreed that TET-FUND fund intervention should take an incremental approach towards solving the problems facing education within Kaduna State.
9	Again, 91.7% of the respondents agreed that there is a need to have certain modifications and adjustment to suit the changing nature of system and the society at large.
10	80% of the total respondents agreed that TET-FUND as fund interventionist mechanism, is capable of solving the problems facing, the education sector when some adjustments and modifications are made.
11	96.7% of the respondents maintained that TET-FUND fund intervention should not be scrapped because of the effort it makes towards solving the problems of education in the country.
12	100% of the respondents agreed that TET-FUND fund intervention does not make any effort to provide any meaningful rewards for research work and book making or development.
N=12	Zfl,=1005.8

5.3 Test of Hypothesis Two

The null hypotheses (Ho) to be tested states that "TET-FUND funding level has no impact on the structural development of tertiary institutions in Nigeria" while the alternate hypothesis (Hi) states that "funding level has impact on the structural development of tertiary institutions in Nigeria". This in effects wants to see the relationship between the funding system and structural development of tertiary institutions in Nigeria. The independent variable is "funding level" while dependent variable is "structural development of tertiary institutions". The study went to see how the independent variable affects the dependent variable.

Decision Rule

The researchers' decision rule in the study is to accept the Null hypothesis (Ho) and reject the alternate hypothesis (Hi) if the mean score is less than 60, and reject the null hypothesis (Ho) and accept the alternate hypothesis (Hi) if the mean score is 60 and above.

As it was stated in the methodology chapter that simple percentage and highest mean score were used in testing the hypothesis.

The formular below was used for the calculation:

$$\bar{x} = \frac{\Sigma fp}{N}$$

Where: x = means score

∑fp = sum of frequency percentages

N = number of variables

Thus:

$$x = \frac{91.6+72.5+73.3+95.8+66.7+75+70.8+91.7+91.7+80+96.7+100}{12}$$

$$x = \frac{1005.8}{12}$$

$$x = \underline{83.8}$$

Going by the decision rule of accepting the null hypothesis (Ho) and rejecting the alternate hypothesis (Hi) if the mean score is less than 60, and using the computed result from the highest mean score which is 83.8% of the responses, the null hypothesis (Ho) which states that funding system does not have impact on the structural development of tertiary institutions in Kaduna State" is hereby rejected because the computed result from the highest mean score of 83.8 if far greater than 60 in the decision rule.

This shows that funding system has significant impact on the structural development of tertiary these selected tertiary institution as such government of the federation needs to put more effort in organizing and coordinating the funding system that would manage the affairs of education in order to solve the problem of education in the country.

Based on the functions expected to be delivered by TET-FUND as an interventionist agency, the agency made some allocations and disbursements to these selected institutions (ABU Zaria, Nuhu Bamalli Polytechnic Zaria and FCE Zaria). The amount allocated to these Institutions were not hundred percent (100%) disbursed but a significant amount have been disbursed to ensure success in the activities of TET-

FUND as an interventionist agency. The following tables presented and analysed all the allocations and disbursements for each year from 2005 – 2010.

Table 34 *Allocation and disbursement for the year 2005*

Institutions	Allocation	Disbursements	Outstanding
ABU Zaria	132,750,000:00	*97,750,000:00*	35,000.000:00
Nuhu Bmalli Polytechnic Zaria	97,350,000:00	72,550,000:00	24,800,000:00
FCE Zaria	90,000,000:00	70,500,000:00	19,500,000:00

Source: TET-FUND at a glance 2005

Table 35 ***Allocation and disbursement for the year 2006***

Institutions	Allocation	Disbursements	Outstanding
ABU Zaria	123,550,000:00	75,350,000:00	48,199.800:00
Nuhu Bmalli Polytechnic Zaria	75,125,000:00	65,125,000:00	10,000,000:00
FCE Zaria	75,006,000:00	62,550,000:00	12,456,000:00

Source: TET-FUND at a glance 2006

Table 36 ***Allocation and disbursement for the year 2007***

Institutions	Allocation	Disbursements	Outstanding
ABU Zaria	50,000,000:00	50,000,000:00	
Nuhu Bmalli Polytechnic Zaria	32,000,000:00	32,000,000:00	
FCE Zaria	30,000,000:00	30,000,000:00	

Source: TET-FUND at a glance 2007

Table 37 ***Allocation and disbursement for the year 2008***

Institutions	Allocation	Disbursements	Outstanding
ABU Zaria	102,500,000:00	91,250,000:00	11,250,000:00
Nuhu Bmalli Polytechnic Zaria	65,000,000:00	61,180,000:00	3,820,000:00
FCE Zaria	57,500,000:00	57,500,000	

Source: TET-FUND at a glance 2008

Table 38 ***Allocation and disbursement for the year 2009***

Institutions	Allocation	Disbursements	Outstanding
ABU Zaria	25,000,000:00	20,000,000:00	5,000,000:00
Nuhu Bmalli Polytechnic Zaria	21,000,000:00	15,000,000:00	6,000,000:00
FCE Zaria	20,000,000:00	15,000,000:00	4,000,000:00

Source: TET-FUND at a glance 2009

Table 39 ***Allocation and disbursement for the year 2010***

Institutions	Allocation	Disbursements	Outstanding
ABU Zaria	165,750,200:00	132,550,200:00	33,200,000:00
Nuhu Bmalli Polytechnic Zaria	112,350,100:00	82,150,100:00	30,200,000:00
FCE Zaria	108,650,300:00	79,550,300:00	29, 100,000:00

Source: TET-FUND at a glance 2010

Table 40 ***Allocation and Disbursement from 2005 – 2010***

Institutions	Allocation	Disbursements	Outstanding
ABU Zaria	599,550,200:00	466,900,400:00	132,649,800:00
Nuhu Bmalli Polytechnic Zaria	402,825,100:00	328,005,100:00	74,820,000:00
FCE Zaria	381,156,300:00	315,100,300:00	66,056,000:00

Source: Research Survey, 2011.

All the above stated allocations and disbursements from the year 2005 — 2010 were done to improve the stand and of education. In the country with special reference to the three (3) selected tertiary institutions. From the figures presented in the tables above both the annual allocations and disbursements and the total allocations and disbursements shows that Ahmadu Bello University (ABU) Zaria, have the highest amount, follow by Nuhu Bamalli Polytechnic Zaria and Lastly Federal College of Education (FCE) Zaria. The allocations and disbursements were made to solve the problems of funding facing these tertiary institutions especially in the area of poor structures (lecture theatres and offices), Library and labouratory equipments, lecturing aids, staff training and development, teaching practice conference attendance, etc.

But this research work discovered that Nuhu Bammalli polytechnic and Federal College of Education (FCE) Zaria recorded more physical or structural development using the funds allocated and disbursed to them than Ahmadu Bello University Zaria. When the researcher investigated in the matter as to why ABU Zaria had not recorded more structural and physical development, the response from the management concentrated more on laboratory and library development, staff training and

development, conference attendance, etc even though ABU Zaria also engages in structural development such as renovation of lecture theatres, offices, Hostels excellence centres etc.

F.C.E. Zaria, apart from structural development, they use the funds allocated and disbursed to them in teaching practice, staff training and development, publication of journals, special Education (Handicapped), technical and vocational Education, library and laboratory development etc. Nuhu Bamalli polytechnic Zaria also engages in similar activities using the funds allocated and disbursed them which by extension improves the quality and standard of these three (3) selected tertiary institutions.

In F.C.E. Zaria, the research work discovered 4 (four) newly constructed lecture theaters with each having the capacity of containing at least 250 .students, two newly constructed hostels (one for makes and one for females), total demolition and rebuilding of library with new books, three courses added for special education (Handicapped), two (2) courses added for technical and vocational Education thirty (30) staff went for training to develop the level of the intelligence, 45 seminars and workshops, well added equipments to the existing laboratories, 159 journals produced in the respective departments of the college etc all within the period of 2005 — 2010.

In Nuhu Bamalli polytechnic Zaria, three (3) theaters were built each having lecture rooms that can contain 750 students, new library in the main campus, new laboratory for Science Laboratory Technology (SLT) department, 65 academic staff went on training, renovation of both males and females hostels, provision of new text books to the existing library, renovation of offices for both academic and non-academic

staff, internet café, e-library e.t.c which go a long way in improving the standard of education in the institution for period 2005 — 2010.

In Ahmadu Bello University (ABU) Zaria, it was a normal intervention with much on staff training and development, conference attendance, library development, publication of journals additional structures such as lecture theatres and offices, improvement in the laboratory equipments, etc within the period of 2005 — 2010.

By comparative analysis Nuhu Bamalli Polytechnic Zaria and Federal College of Education (F. C. E) Zaria recorded more physical or structural development because that is their main area of concerned unlike Ahmadu Bello University (ABU) Zaria that has good structures even though it needs addition but not as FCE Zaria and Nuhu Bamalli Polytechnic Zaria. That prompted ABU to engage in psychological and intellectual development using the funds allocated and disbursed by TET-FUND from 2005 — 2010. But all the same, TET-FUND fund intervention is meant to improve the general standard of Education in the country especially in the area of funding as such, in which ever area the amount allocated and disbursed is used for the development of tertiary institutions, is for good.

5.4 Major Findings

Based on the data collected and analysed, it can be seen that the impact of Tertiary Education Trust Fund on the development of tertiary institutions in Nigeria are enormous. The research work was able to discover the following as to the impact of TET-FUND on the development of tertiary institution in Nigeria.

Tertiary Education Trust Fund has made tremendous effort to intervene in various aspect of educational endeavours geared towards improving and upgrading the

standard of education in Nigeria particularly in the area of structures, library and laboratory equipments etc.

The TET-FUND fund intervention was also discovered to have boost the teachers/lecturers moral and rekindled interest in teaching and learning. This has increased the rate of students enrolment and improved the reading culture in tertiary these selected tertiary institution because of the improvement in the area of standard structures and learning/teaching facilities such as E-library, curriculum review.

It was also discovered that the 2% assessable profit of limited liability companies which the Federal Inland Revenue service (FIRS) is responsible for the collection and the special grant from the federal government through the Ministry of Education are too meager to stand as sources of TET-FUND fund intervention when compared with the level of work and responsibilities it handles in the Education sector.

Again, it was found out that the flat rate system of funds allocation to all universities, flat system of allocation to all polytechnics and subsequently flat allocation system to all colleges is not good for the system because some tertiary institutions happened to be more in needs sometimes compared to others.

TET-FUND as a fund intervention agency was also discovered to have neglected the setting aside of specific tangible amount or monetary reward for research activities and book making or development to supplement the effort of National Research Fund (NRF) which would have being a boost for research activities and book making in the tertiary institution within Kaduna State.

It was also discovered that TET-FUND is making a good efforts to improve science and technology by providing laboratory tools for easy and viable experiment.

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Also, there are award of scholarship to excellent science and technology students which encourages the effort to put forward to achieve vision 2020 of being self-reliant nation.

Stakeholders misconception of the fund's status, role and relevant in the education sector, beneficiaries none-adherence to policy guidelines projects implementations, neglect of the institutions by their respective proprietors to the extent that TET-FUND intervention has now become the main source of funds of the sector in recent times thereby causing the use of the funds for their causes and legitimately too (rehabilitation and reconstruction of physical structures). The nature of proposals often received from many stakeholders in the education sector lack continuity and sustainability ingredients and is often outside the funds in mandate.

None compliance with the project implementation guidelines and conditionalities by the beneficiaries often observed in the voting of proposals, and projects field inspection, monitoring and evaluation. The rigid nature of the Board of Trustees affects the approval of some vital projects in the sector.

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CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMNMENDATION

6.1 Summary

In summation, this thesis tried to highlight the importance of education and the way it should be managed financially in order to improve the standard of education in the country and particularly in these selected tertiary institutions because of the role played by education towards the development of any economy cannot be overemphasized. It is this realization that prompted the UNESCO in 2001 to recommend a base line of 26% budget allocation to education for member States.

In an increasingly competitive world, education is the most powerful instrument for developing and empowering the citizens to master their social and natural environment and to compete for survival. It is the principal instrument of generating and transmitting the appropriate value system to all citizens for establishing cultural identity and at the same time education is an instrument of technological advancement which is an engine room for national development of any country.

From independence to date, education sector is faced with funding problems ranging from poor structures, equipped library and laboratory, poor research on the parts of the students and lecturers, poor teaching aids, poor teaching moral etc. these problems made the government to embark on certain programmes and policies in order to deal with the funding system or strategy in order to solve the aforementioned problems facing the education sector in Nigeria.

TET-FUND is the current interventionist mechanism initiated to solve the problem facing the education. It came with its strategy of solving the problems and the study

investigated the impact TET-FUND made towards solving the problems. It was discovered during the study that education funding is now a joint responsibility of the government, the private sector and the beneficiaries, and other activities aimed at raising revenue and the way the revenue should be managed will continue to be encouraged in appropriate cases as part of cost recovery.

With the effort of TET-FUND at present, and some other modifications to be effected in the TET-FUND strategy and manner of approach, the problems facing the education sector would one day be history looking at the success or achievements recorded from its inception to date. TET-FUND is one of the agencies in the country that recorded a lot of successes within a short period of time, as such it should be maintained and modified in order to solve the problems facing the education sector.

6.2 Conclusion

After an in-depth investigation and analysis of the data collected from TET-FUND and these selected tertiary institutions, the researcher concluded that the impact of TET-FUND on the development of tertiary institutions cannot be overemphasized. TET-FUND is one of the most coordinated interventionist programme since independence. TET-FUND fund intervention has succeeded in unifying the tertiary institution in the country and on the basis of that, it should further strengthened and empowered by the Federal Government to continue tackling the problems facing the education sector in the country.

Two hypotheses were tested using simple percentage and average mean score and proved that within a short period of time which the TET-FUND took over as the funding mechanism, the education sector witnessed some evolutionary changes that

cannot be compared with any other attempt in the education sector in Nigeria. This made the researcher to conclude that TET-FUND as a funds interventionist mechanism should continue to put more effort towards solving the number of problems of the education sector in the country.

All hands are to further strengthened their efforts i.e. the government, private sector and the beneficiaries in financing the education system of the country because without sound education system the economy of the country is in danger of being static if not backwarding.

6.3 Recommendation

The effort which the TET-FUND fund intervention is making towards solving the problems facing the education sector it is recommended that it should be allowed to continued its pursuit in order to improve the quality standard of education in Nigeria. This would by extension ensure essential transformation of the entire economy and subsequently ensure development of Nigeria the realization of vision 2020 aim of being a self reliant Nation.

It is recommended that, the 2% assessable profit of Limited Liability Company should be increased to at least 5% and the federal government should put more effort to increase the special grant supplied to the TET-FUND fund intervention which would improve their sourcing powers to deliver their services effectively and efficiently. This would boost their effort and moral towards tackling the problems facing the education sector in Nigeria.

TET-FUND fund intervention should also restructure their allocation system to be based on needs and not flat system of allocation. Some tertiary institutions are more

developed than others and have more powers to generate revenue internally. By flat system of allocation some institutions would develop more rapidly than the others, but when allocation are made based on needs, uniform development of tertiary institutions would be achieved.

It is also recommended that TET-FUND should make effort to set aside certain amount or reward in monetary terms for research work and book making or development to supplement the effort of National Research Fund (NRF) which is seen by many as too meager to motivate lecturers to go for research works and book making or development. Research work is a prerequisite for innovations and discoveries and for a country to develop new ideas must be in place. As such, research work needs to be encouraged tirelessly.

Again, it is recommended that TET-FUND fund intervention should take an incremental approach towards solving the problems facing the education sector in Nigeria. Several agencies were set up by past government but were dissolved one reason or the other ranging from frequent changer of government, failure to achieve the set out objectives; mismanagement and mis-appropriation of funds, poor strategy adopted towards solving the problems etc. But TET-FUND fund intervention should be given some grace because of the success it recorded over time.

Government should embark on a serious awareness to limited liability companies on the importance attached to their contributions of the recommended increment of 5 % assessable profit and the companies should advised to declare their real annual profit to ensure more success of TET-FUND toward solving the problems facing the education sector in Nigeria. The companies should be advised to send their delegate to various,

tertiary institutions to see the impact of their contributions towards the development of institutions in Nigeria and particularly in these three selected tertiary institutions.

Also, special fund should be considered for the development of Nigerian University Network (NUNET) to complement NUC in laying the foundation of NUNET. An electronic network that would eventually link federal, states and private universities on research, formats, training centres and other things for internet connectivity. NUNET is expected to boost the quality and relevance of higher education teaching and research as well as facilitate the expansion of New National Distance Education Policy (NNDEP).

TET-FUND fund intervention shall institute a time frame for the completion of project to beneficiaries owing to the few cases of non-completion of some project and total abandonment of some projects. These recommended because of the few cases of non-completion, poor quality of some projects, delay in the completion etc. A Local Fund management Committee (LFMC) in each of the beneficiary institution be set up to check the projects under construction and their reports shall be considered and treated with seriousness by the management of TET-FUND fund Intervention.

The stakeholders should be made known by TET-FUND about the status, role and relevant which they make towards improving the standard of education in the country which by extension will serve as encouragement to them.

The proposal made by the stakeholders and beneficiaries should be made clear so that accountability and transparency will take effects which will in turn ensure more effectiveness and efficiency in the performance of Tertiary Education Trust Fund (TET-FUND) towards solving the number of problem facing the education sector.

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QUESTIONNAIRE

Department of Public Administration,
Faculty of Administration,
Ahmadu Bello University,
Zaria.
27th December, 2011.

Dear Respondents,

I am an MSC student of Ahmadu Bello University Zaria, carrying out a research work on the "Impact of Tertiary Education Trust Fund (TET-FUND) on the development of some selected tertiary institutions (2005 - 2010)".

I wish to solicit for your assistance in filling the attached questionnaire. All information provided would be regarded as confidential and will be used strictly for academic discuss and analysis only.

Thank you for your cooperation.

Yours faithfully,

Suleiman Dayyabu Mohammed
(Researcher)

TOPIC: Impact of Tertiary Education Trust Fund on the Development of Tertiary Institutions in Kaduna State 2005 — 2010

This questionnaire is designed to collect data for this research work. The information gathered from the (respondents) would be treated with utmost confidentiality and the researcher is appealing for objective answers to help him produce a valid and reliable research work. Kindly assist to answer the questions below by ticking, and comment where necessary.

SECTION A

1) Sex: Male [ ] Female [ ]

2) Age of the respondents: 20—30 [ ], 30-40 [ ], 40-50 [ ], 50-60 [ ] 60-70 [ ]

3) Marital status: Married [ ] single [ ]

4) Rank: Junior staff [ ] Senior Staff [ ]

5) Years in service: Below 5 years [ ], 5 — 10 years [ ] 11 — 1 5 years [ ]

16 years and above [ ]

6) Educational qualification: SSCE [1, OND/NCE [1 HND!BSC [1 Masters and above [I

SECTION B:

Ho: Tertiary Education Trust Fund intervention does not play an important role towards the development of tertiary institutions in Kaduna state in terms of library equipments, laboratory tools, staff training etc.

7) How do you see the performance of TET-FUND towards solving the problems of education in Nigeria particularly in Kaduna State.

(a) High[ ] (b) Very high [ ] (c) Low [ ] (d) very low [ ] (e) undecided [ ]

8) Do you think that without TET-FUND as an interventionist mechanism, education would have suffered a setback due to inadequate funds?

(a) Agree [ ] (b) Strongly Agree [ ] (c) Disagree [ ] (d) Strongly disagree [ ]

(e) undecided [ ]

9) Do you think the impact of TET-FUND intervention has being felt in every of corner of Kaduna state tertiary institutions.

(a) Agree [ ] (b) Strongly Agree [ ] (c) Disagree [ ] (d) Strongly disagree [ ] (e) undecided [ ]

10) How do you x-ray or assess the fund intervention strategy adopted by TET-FUND towards solving the problem of education sector? (a) Good [ ] (b) very good [ ] (c) poor [ ] (d)very poor [ ] (e) undecided [ ]

11) TET-FUND is said to be one of the agencies that implement their budget hundred percent (100%) which made it achieved success over time, do you agree?

(a) Agree [ ] (b) Strongly Agree [ ] (c) Disagree [ ]

(d) Strongly disagree [ ] (e) undecided [ ]

12) Does TET-FUND help in the development of tertiary institution in Nigeria?

(a) Yes [ ] (b) No [ ] (c) undecided [ ]

13) TET-FUND helps in the structural development of tertiary institutions within Nigeria?

(a) Agree [ ] (b) Strongly Agree [ ] (c) Disagree [ ]

(d) Strongly disagree [ ] (e) undecided [ ]

14) How do you see the impact of TET-FUND intervention on staff training in institutions within Nigeria. (a) high [ ] (b) very high [ ] (c) low [ ]

(d) very low [ ] (e) undecided [ ]

15) TET-FUND helps in the provision of library and laboratory equipments which enhances student performances over time? (a) Agree [ ] (b) Strongly Agree [ ] (c) Disagree] (d) Strongly disagree [ ] (e) undecided [ ]

16) Does TET-FUND fund intervention helps in boosting the moral of the teachers and rekindle interest in teaching and learning following the provision of teaching aids? (a) Agree [ ] (b) Strongly Agree [ ] (c) Disagree [ ] (d) Strongly disagree [ ] (e) undecided [ ]

17) TET-FUND is committed towards introducing innovation and improvement in its interventions in science and technology which would enable the realization of vision 2020 of being a self reliant nation. (a) Agree [ ] (b) Strongly Agree [ ] (c) Disagree [ ] (d) Strongly disagree [ ] (e) undecided [ ]

18) TET-FUND fund intervention is ranked among the ambition as well coordinated scheme carried out by any government since independence and ranked among the top 3 most effective interventionist mechanism in the world coming behind the Salt lodization programme and Europe's rehabilitation intervention of the Second World War. (a) Agree

(b) Strongly Agree [ ] (c) Disagree [ ] (d) Strongly disagree [ ] (e) undecided [ ]

19) Comment on TET-FUND effort towards the Development of tertiary institutions in Nigeria Hypothesis Two (2)

Ho: TET-FUND funding level has no impact on the structural development of tertiary institutions in Nigeria.

Hi: TET-FUND funding level has direct impact on the structural development of tertiary institutions in Nigeria.

20) Do you think that funding level has direct effect on the structural development of tertiary institutions within Nigeria?

(a) Agree [ ] (b) Strongly Agree [ ] (c) Disagree [ ] (d) Strongly disagree [ ]

(e) Undecided [ ]

21) Do you think that the two percent (2%) of all taxes and special grant from the federal government are enough to sustain the activities of TET-FUND as a funding mechanism of education? (a) Yes [ ] (b) No [ ] (c) Undecided [ ]

22) How do you see the efficient nature of flat allocation to all universities and flat allocation to all polytechnics and colleges?

(a) High [ ] (b) Very high [ ] (c) Low [ ] (d) very low (e) undecided [ ]

23) TET-FUND as a funding system or mechanism is termed as EQD, meaning Easy and Quick fund for Development? (a) Agree [ ] (b) Strongly Agree [ ] (c) Disagree [ ]

(d) Strongly disagree [ ] (e) undecided [ ]

24) TET-FUND does open its books and ledgers for independent monitoring group and the general public for assessment and evaluation? (a)Agree [ ] (b) Strongly Agree [ ]

(c) Disagree [ ] (d) Strongly disagree [ ] (e) undecided [ ]

25) If yes, do you think that the TET-FUND solid foundation for its accountability transparency and effective service delivery help in success over time?

(a) Agree [ ] (b) Strongly Agree [ ] (c) Disagree [ ]

(d) Strongly disagree [ ] (e) undecided [ ]

26) How do you rate TET-FUND as a funding system mechanism of education in Nigeria? (a) High [ ] (b) Very High [ ] (c) Low [ ] (d) Very Low [ ]

(e) Undecided [ ]

27) Should TET-FUND take an incremental approach because of its impact on the development of tertiary institution in Nigeria?

(a) Yes [I (b) No [ ] (c) undecided

28) If yes, are there needs to have certain modifications and adjustments to suit the changing nature of society?

(a) Yes [ ] (b) No [ ] (c) undecided [ ]

29) Comment on the TET-FUND funding level as capable of improving the infrastructural and structural development of tertiary institution in Nigeria.

30) How do you see the scrapping of TET-FUND and look for another alternative towards solving problems facing the education sector?

(a) Agree [ ] (b) Strongly Agree [ ] (c) Disagree [ ]

(d) Strongly disagree [ ] (e) undecided [ ]