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**Assessment of Tertiary Education Trust Fund (TETFund)
Interventions and Academic Staff Job Performance in
Public Universities in Southwest, Nigeria**

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Assessment of Tertiary Education Trust Fund (TETFund) Interventions and Academic Staff Job Performance in Public Universities in Southwest, Nigeria

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Abstract

Purpose: The study assessed TETFund interventions and academic staff job performance in public universities in Southwest, Nigeria. This was by considering the provision, adequacy and accessibility to physical infrastructure and instructional material by academic staff in public universities.

Methodology: Descriptive survey research design was adopted for the study. The population consisted of 11864 Nigeria public universities academic staff. Nine hundred and twenty-seven (927) lecturers, including Heads of Departments (HODs) formed the sample. Two sets of research instruments were designed for the study; tagged TETFUND Interventions Questionnaire (TIQ) for lecturers; and Academic Staff Job Performance Questionnaire (ASJPQ) for H.O.Ds. The instruments were validated by experts and the reliability of the instruments was also ensured using Test-re-test method. Coefficients of 0.86 and 0.87 were obtained for TIQ and ASJPQ respectively. All hypotheses were tested at 0.05 level of significance. Research questions were answered using frequency counts, mean and standard deviation. The

hypotheses were tested using Pearson Product Moment Coefficient.

Findings: The results revealed that there was a positive, high and significant relationship between physical infrastructure, instructional materials and academic staff job performance. The study concluded that, though TETFund might not have been able to meet all the needs of academic staff, it has to a very high extent positively improved their job performance in terms of physical infrastructures and instructional materials.

Recommendations: It was therefore recommended that the tempo in the area of physical infrastructure and instructional materials should be intensified and sustained since these structures and facilities significantly contributed to the quality of teaching and research engagements that take place in the university system. The federal government should also increase the percentage of revenue allocated to TETFund for procuring more instructional materials and execution of more infrastructural projects which should be enough to accommodate the students' enrolment in Nigeria public universities.

Keywords: *TETFund, Intervention, Academic Staff, Job Performance, Public Universities*

1.0 INTRODUCTION

Quality higher education has been admitted to be an essential tool for the establishment of knowledge economy and human capital development globally (World bank, 1999). According to World Bank (2004), for all developing countries to thrive in world economy where knowledge has become crucial area of primacy, university education is very essential. Sustainable development can therefore be achieved by countries through enhanced training in higher level, their human capitals' skills (Asiyai, 2013).

Higher education especially the universities in developing countries across the globe have been experiencing innumerable challenges which are majorly attributed to lack of resources, quality and quantity of human and material resources, inadequate training amongst others. The dearth of resources has resulted in the lack of effective and conducive infrastructures, such as laboratories, workshops, students' hostels, electricity and instructional materials which in turn has affected the quality of education in developing countries.

The Nigeria public universities system is faced with myriads of challenges which includes; academic staff seemingly inability to give out what is expected of them in the area of teaching and research. Due to increasing population in the country and high demand for university education, more public universities were established, but surprisingly, there seems to be few students' enrolments because of low carrying capacity of the universities. The public universities could no longer accommodate the increasing number of students. To buttress this point, Saint, Hartnett, and Stressner (2003) asserted that universities in Nigeria had exceeded their carrying capacity admission quotas by more than 10% since 1999/2000. The implication is that government can no longer cater for the universities as expected thereby leading to inadequate physical infrastructures and other facilities needed to aid teaching. Many of the infrastructures and facilities have been used beyond their carrying capacities.

There is the need for government intervention in order to alleviate these challenges for effective job performance. Some of the challenges include inadequate academic staff, insufficient infrastructural facilities, insufficient funding, insecurity issues, incessant strike actions by university unions, brain drain, institutional corruption, weak administrators, poor capacity development of academic staff, indiscriminate issuance of licenses for establishing new universities, a university autonomy dilemma, political interference in university administration, and poor internal management. In view of these, the Tertiary Education Trust Fund (TETFund) was established by Federal Government of Nigeria as an intervention agency. The establishment of Tertiary Education Trust Fund (TETFund) as an Intervention Agency under the Education Tax Act No.7 of 1993 was to take charge of tax fund in providing essential services to tertiary institutions (Udu and Nkwede, 2014).

TETFund Interventions is a major funding agency in providing fund for physical infrastructure, research, training, educational facilities and projects in the management of universities in Nigeria. The project management include the rehabilitation, restoration and consolidation of tertiary education in Nigeria. The major source of income available to the fund is the 2% education tax paid from the assessable profit of companies registered in Nigeria.

TETFund is expected to see that the ratio of teachers to students is reasonable enough for efficient and effective teaching and learning; better learning condition; research grant and community development (Deji-Folutile and Oketola, 2014).Oweh (2013) opined that since most of these

institutions relatively do not feel the impact of these funding roles in their institutions, some conditions therefore needed to be considered before this gesture is extended to most of these institutions in the country and due to intervention failure by TETFund the academic staff performance was nothing to write home about.

Physical infrastructure intervention and academic staff job performance was discussed by educational scholars in various literature on the importance of different categories of physical facilities towards the quality higher education at different levels of educational system, which is an added advantage to the teachers, and it goes a long way to show the level of creativity and dedication of teachers towards productive delivery of lectures (Bandebe, 2003; Adesola, 2005; Babatope, 2010). In addition, Ekundayo (2008) alluded that most of the infrastructural projects being undertaken to meet the increasing number of students have been abandoned due to dearth of finances and inadequate TETFund intervention. He concluded that inadequate physical infrastructure is negatively impacting academic staff job performance. On the contrary, Urdu and Knead (2014) reported that TETFund intervention in government owned tertiary institutions in Nigeria has positively affected the development of physical infrastructure which transformed to better job performance among academic and non-academic staff.

Instructional materials and improved academic staff job performance were seen as Siamese twins by Adeniyi (2008) who noted that there is a general decrease in efficiency and performance of academic staff in universities because of dearth of funds and intervention to acquire instructional materials. In support, Agha, Udu and Nkwede (2014) revealed that in spite of the TETFund intervention, Nigerian tertiary institutions still lack funds necessary to upgrade the institutions to international standard in the aspect of teaching materials and facilities. They concluded that if priority can be given to instructional materials, academic staff job performance will be improved.

1.1 Statement of the Problem

Observations from various studies showed that the performance of academic staff in public universities in Nigeria is seemingly in a disgraceful state (Edet, Onabe&Udida, 2017). Some academic staff seem not to be giving out what is expected of them in the area of teaching and research. It appears that academic staff do not teach their students effectively, they seem to intentionally absent themselves from lecture rooms to teach students. This may be due to inadequate funding (Famade, Omiyale and Adebola (2015), Okafor (2001)) old with inappropriate furnishing of many laboratories and workshops, inadequate number of classrooms to teach students, overcrowded and overstretched lecture rooms, scanty and broken furniture, outdated library resources, lack of or insufficient internet facilities, projectors, interactive boards, public address system and modern computer software. In terms of research, some academic staff seem to lack research skills in modern methods thus, exhibiting poor research knowledge while some seem to possess inadequate number of publications. These challenges seem persistence due to paucity of fund and inadequate funding from the government. TETFund was established to solve the problems through rehabilitation, restoration and consolidation of the tertiary institutions. However, it appears that the interventions have not been effective due to dearth of fund, adverse government policies, unhelpful stance by registered companies (Adaubiele, 2016) and seemingly difficult access to the fund.

1.3 Research Question

1. What is the level of academic staff job performance in the public universities in Southwest, Nigeria?
2. To what extent are TETFund interventions made accessible to universities in Southwest, Nigeria?

1.4 Hypotheses

The following research hypotheses were formulated for this study:

1. There is no significant relationship between TETFund interventions and academic staff job performance in public universities in Southwest, Nigeria
2. There is no significant relationship between physical infrastructure intervention and academic staff job performance
3. There is no significant relationship between instructional materials intervention and academic staff job performance.

2.0 LITERATURE REVIEW

2.1 Empirical review and Theoretical framework

By understanding that knowledge does not only take place within the four walls of the classroom but in an atmosphere that provides the platform for ideas to be demonstrated, direct encounter and scientific attitudes development, expertise amidst the individual comfort (Asiabaka, 2008). Aprebo and Wey (2018) stated in their study on Accessing and Utilising TETFund facilities for Infrastructural Development by Universities in Nigeria that accessing TETFund facilities is very difficult and cumbersome. They alluded that facilities provided by TETFund are used for infrastructural development. They however suggested that preference should not be given to specific ethnic group or race over others in TETFund grants. They concluded that rather than using TETFund facilities for personal growth, Nigerian universities should use the fund for infrastructural development.

In addition, Ekundayo (2008) alluded that most of the infrastructural projects being undertaken to meet the increasing number of students have been abandoned due to dearth of finances and inadequate TETFund intervention. He concluded that inadequate physical infrastructure is negatively impacting academic staff job performance. A study on “TETFund Interventions and Sustainable Development in Nigerian Universities: Evidence from Ebonyi State University, Abakaliki” carried out by Urdu and Kneed (2014) was to determine the impact of TETFund interventions in Nigeria Universities and its implications for sustainable development with emphasis on Ebonyi State University Abakaliki. Content analytical approach was adopted for the study. Data was collected using Documentary papers while literatures in the area of study were reviewed. The outcome of the study was that TETFund intervention in government owned tertiary institutions in Nigeria has positively affected the development of physical infrastructure which transformed to better job performance among academic and non-academic staff.

It could therefore be inferred from the ongoing that physical infrastructure intervention and job performance could be related. Going by the literatures reviewed on physical infrastructure

intervention and job performance, the present study intends to find out if there is any significant relationship between physical infrastructure intervention and academic staff job performance in Southwest Nigeria universities.

2.2 Instructional Materials Intervention and Academic Staff Job Performance

The aftermaths of inadequate funding are visible in the fact that the physical facilities and instructional materials in different universities are in a state of despondency, several capital and research projects have been neglected, laboratories and non-equipped libraries, lecturers are longer consistent in attending conferences and there is a sharp decrease in the award of research grants and fellowship (Agha, 2014). Agha (2014) concluded that intervention of instructional materials will contribute greatly to improving staff job performance. However, Adeniyi (2008) in a study of academic staff job performance in Nigeria universities noted that there is a general decrease in efficiency and performance of academic staff in universities because of dearth of funds and intervention to acquire instructional materials.

The results revealed that although the Federal Government provides about 90 percent funds, this is not sufficient to successfully finance the system due to social, economic, and political recession. This is manifested in the poor quality of teaching and research due to inadequate instructional materials. He concluded that lack of instructional materials negatively influenced academic job performance.

In support of Agha are Udu and Nkwede (2014) in their work on Tertiary Education Trust Fund Interventions and Sustainable Development in Nigerian Universities: Evidence in Ebonyi State University, Abakaliki, it was revealed that “in spite of the TETFund intervention, Nigerian tertiary institutions still lack funds necessary to upgrade the institutions to international standard in the aspect of teaching materials and facilities. They concluded that if priority can be given to instructional materials, academic staff job performance will be improved.

One could therefore infer from the foregoing that instructional materials intervention could be related to the staff job performance. To this end, this study will therefore seek to determine the relationship between instructional material intervention and academic staff job performance in Southwest Nigeria Tertiary Universities.

Theoretically this study is based on Human Capital theory. The theory as propounded Schultz (1961) and Berker (1993) states that the training, education and other professional activities can increase the skills, knowledge, abilities and other social assets of an employee which can lead to employee’s satisfaction and performance.

Basic assumption of the human capital theory

The basic assumptions of the theory are highlighted as follows:

1. People are assets to an organization and their characteristics such as skills, knowledge and abilities constitute the components of the assets
2. It is the knowledge, skills and abilities of the people that create values and make the organization distinct.
3. The workers have discretionary power over the use of their skills, knowledge and ability for organizational goal attainment

4. The knowledge, skills and ability can be improved through investment training, education, and health of the workers
5. The organization investment in people will always yield worthwhile returns.

The research therefore is based on assumptions of the Human Capital theory.

From the empirical reviews as discussed above, it was revealed that many authors have worked on TETFund interventions and some on academic staff job performance but none has been able to capture physical infrastructure and instructional materials interventions together as a major motivation for effective, quality and efficient teaching for enhanced academic staff job performance especially in public universities in Nigeria. The methodology used, the theory applied, location and the period of investigation of the study differs.

3.0 METHODOLOGY

The descriptive survey research design was adopted. The population consisted of 11,864 academic staff in the public Universities in Southwest, Nigeria with a total number of 17 universities. The total number of academic staff in the public southwest Nigeria universities is 11,864. There are 5,900 academic staff in the federal universities and 5,964 in the state universities (NUC, 2020). The sample for this study consisted of 1047 academic staff (927 lecturers and 120 Heads of Departments) from 120 departments in 30 faculties were selected from 6 universities in South West, Nigeria through multi-stage sampling procedure. Two sets of research instruments designed for the study. They were tagged TETFUND Interventions Questionnaire (TIQ); and Academic Staff Job Performance Questionnaire (ASJPQ). The face and content validity were ascertained. The reliability of the instruments were carried out using test-retest method with co-efficient of 0.86 for TIQ and 0.87 for ASJPQ.

4.0 FINDINGS

Research Question 1: What is the level of academic staff job performance in the public universities in Southwest, Nigeria?

Table 1: Level of Academic Staff Job Performance in Public Universities in Southwest, Nigeria

S/ N	Academic Job Performanc e	Excellent		Good		Fair		Poor		Total Scor e	Mea n Scor e	Decisio n
		N	%	N	%	N	%	N	%			
1	Teaching	300	32.36	305	32.90	181	19.53	141	15.21	2618	2.82	High
2	Research	336	36.25	325	35.17	159	17.15	107	11.54	2744	2.96	High
Total		636	68.61	630	68.07	340	36.68	248	26.75	5362	5.78	
Average		318	34.05	315	34.04	170	18.34	124	13.38	2681	2.89	High

N=927, Expected mean= 2.50

Table 1 depicts the level of academic staff job performance in Public Universities in Southwest Nigeria with regards to teaching and research. The result shows that 300(32.36%) of the academic staff were rated Excellent on items that measured teaching, 305(32.90%) were rated good while 181(19.53%) and 141(15.21%) of the respondents were rated fair and poor respectively. In the area of research, 336(36.25%) of the respondents were rated excellent, 325(35.17%) were rated good while 159(17.15%) and 107(11.54%) were rated fair and poor respectively.

The table showed that academic staff were rated high in teaching with an average mean score of 2.82 while in research, they were rated high with an average mean score of 2.96. In all, the level of academic staff job performance was rated high with an average mean score of 2.89. Hence, the level of academic staff job performance was high during the period investigated.

Research Question 2: To what extent are TETFund interventions made accessible to Public Universities in Southwest, Nigeria?

In answering this question, frequency counts and percentage scores on items 1-34, Section B of the TETFund Interventions Questionnaire (IFQ) were computed. The average responses on each sub-variable were obtained together with the mean scores of each. The average mean score was used to rate the interventions as either accessible to high extent or low extent. Mean Score below the Criterion mean of 2.50 was rated as accessible to low extent while mean score above the criterion mean was rated as accessible to high extent. Hence, accessible to low extent ranged from 0.00-2.49 while accessible to high extent ranged from 2.50-4.00. The result obtained is presented in Table 2.

Table 2: Extent To Which TETFund Interventions are Made Accessible to Public Universities in Southwest, Nigeria

TETFund Intervention	Strongly Agree		Agree		Disagree		Strongly Disagree		Total score	MEAN	Decision
	N	%	N	%	N	%	N	%			
Physical infrastructure intervention	267	28.79	278	29.94	189	20.39	194	20.88	2474	2.67	Accessible to high extent
Instructional material intervention	283	30.51	296	31.93	215	23.15	133	14.36	2583	2.79	Accessible to high extent
Total	550	59.30	574	61.87	404	43.54	327	35.24	5057	5.46	Accessible to high extent
Average	275	29.65	287	30.94	202	21.77	165	17.62	2528.5	2.73	

Table 2 showed the extent to which TETFund interventions are made accessible in southwest, Nigerian universities. The result shows that 267(28.79%) of the respondents strongly agreed that

physical infrastructures interventions were made accessible, 278 (29.94%) agreed while 189(20.39%) and 194 (20.88%) respondents Disagreed and Strongly Disagreed respectively. 283(30.51%) of the respondents Strongly Agreed that instructional material interventions were accessible to their universities, 296 (31.93%) Agreed while 215 (23.15%) and 133(14.36%) Disagreed and strongly disagreed respectively. The table also showed that physical infrastructure intervention and instructional materials interventions were rated accessible to high extent with mean score of 2.67 and 2.79 respectively.

Hypothesis 1: There is no significant relationship between TETFund interventions and academic staff job performance in public universities in Southwest, Nigeria

Table 3: Relationship between TETFund Interventions and Academic Staff Job Performance

Variables	N	Mean	SD	r-cal	p-value
TETFund Interventions	927	82.28	21.5245	0.832*	0.000
Academic Staff Job performance	927	92.48	16.1915		

$p < 0.05$

Table 3 shows that r-cal (0.832) a highly positive correlation, is greater than p-value at 0.05 level of significance. The result is significant and the null hypothesis was rejected. Hence, there was significant relationship between TETFund interventions and academic staff job performance in universities in Southwest, Nigeria.

Hypothesis 2: There is no significant relationship between physical infrastructure intervention and academic staff job performance.

Table 4: Relationship between Physical Infrastructure Intervention and Academic Staff Job Performance

Variables	N	Mean	SD	r-cal	p-value
Physical infrastructure intervention	927	18.66	4.3508	0.597*	0.000
Academic Staff Job performance	927	92.48	16.1915		

* $P < 0.05$

Table 4 shows that r-cal (0.597) a positively high correlation, is greater p-value of 0.000 at 0.05 level of significance. The result is significant and the null hypothesis was rejected. Hence, there was positive, high and significant relationship between physical infrastructural interventions and academic staff job performance in southwest, Nigeria public universities.

Hypothesis 3: There is no significant relationship between instructional materials intervention and academic staff job performance

Table 5: Relationship between Instructional Materials Intervention and Academic Staff Job Performance

Variables	N	Mean	SD	r-cal	p-value
Instructional material intervention	927	19.50	3.9851	0.454*	0.000
Academic Staff Job performance	927	92.48	16.1915		

P<0.05

Table 5 shows that r-cal (0.454) a positive moderate correlation is greater than p-value of 0.000 at 0.05 level of significance. The result is significant and the null hypothesis was rejected. Hence, there was significant relationship between instructional materials intervention and academic staff job performance.

5.0 DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Discussion

The study showed that the level of academic staff job performance was high during the period of investigation. This implies that academic staff in the southwest Nigerian universities performed their statutory responsibilities of teaching and conducting research to engender innovations and provide solutions to societal problems. The high level of academic staff performance could be attributed to the increasing demand for knowledge generation from the university system in Nigeria coupled with the commitment been demonstrated by this category of workers in the university system to justify their continuous agitation for better funding of university education. This finding contrast the report of Bamiro and Adedeji (2010) that the standard of teaching and research work has greatly diminished as a result of overcrowding and unfavorable learning and teaching environment.

Analysis of data on the extent to which TETFund interventions are available to the universities in Southwest, Nigeria showed that physical infrastructures and instructional materials interventions are accessible to a high extent. This is in consonance with the work of Udu and Kneed (2014) that TETFund intervention in government owned tertiary institutions in Nigeria has positively affected the development of physical infrastructure which transformed to better job performance among academic and non-academic staff. It also buttresses the study of Agha (2014) that intervention of instructional materials will contribute greatly to improving staff job performance.

Testing of hypothesis showed that there was a positive, high and significant relationship between TETFund interventions and academic staff job performance in Southwest Nigerian universities. This implies that academic staff job performance in terms of teaching of students and knowledge generation through research could be associated with the interventions of TETFund in the provision of physical infrastructures, instructional materials, research grant, conference attendant grant and further study grants to lecturers. This finding could be attributed to the fact that government budgetary allocation and released funds to these universities are not always sufficient

to cater for the required needs and as such, the intervention from TETFund help to meet most of the facility and material needs of the universities. This finding clearly justifies the position of TETFund (2013) that there has been a lot of improvement in infrastructural development, training of academic staff for higher degrees and support for conferences for both academic and non-academic staff, provision of enough research materials such as textbooks and internet in the office with resultant effects on improved performance.

The study equally showed a positive significant relationship between TETFund physical infrastructure intervention and academic staff job performance in Southwest Nigerian universities. This implies that academic staff job performance in term of research and teaching could be associated with TETFund provision and renovation of existing lecture rooms, provision of workshops, laboratory, library building and other physical facilities. This discovery could be alluded to the fact that the availability of these infrastructures boost the morale of academic staff and motivate them to engage in their statutory responsibilities of teaching and engaging in research. This finding is in consonance with the report of Urdu and Kneed (2014) that TETFund interventions in government owned tertiary institutions in Nigeria has positively affected the development of physical infrastructures which transform to better job performance among academic and non-academic staff. The finding also confirmed the position of Omoniyi and Ogunsanmi (2012) that university lecturers' performance cannot be rated high in the area of curriculum without adequate basic facilities for teaching, learning and research.

It was discovered that there was a significant relationship between TETFund instructional materials intervention and academic staff job performance in Public Universities in Southwest Nigeria. The relationship was positive and moderate in magnitude. This implies that lecturers' performance of teaching and research responsibilities could be related to the extent to which instructional materials such as video conferencing gadgets, laboratory apparatuses, internet facilities, projectors, interactive boards, public address system, library materials, computer software and other consumable materials are made available through the intervention of TETFund. This finding could be alluded to the fact that the availability of these materials in the right proportion facilitates smooth teaching-learning interactions and reduce the level of stress experienced by academic staff especially when handling considerably, large number of students. This finding resonates the finding of Agha (2014) and that of Udu and Nkwede (2014) who in different studies closely associated instructional materials with academic staff job performance in the tertiary education system. Agha (2014) contended that lack of instructional materials negatively influences academic job performance. In the same vein, Udu and Nkwede (2014) posited that making the provision of instructional materials a priority will improve academic staff job performance.

5.2 Conclusion

It was inferred from the findings that academic staff in public universities in Southwest Nigeria are discharging their responsibilities of teaching and conducting research at appreciable level. It was revealed that positive relationships existed between provision of physical infrastructure and instructional materials by TETFund and the job performance of academic staff. It was further revealed that physical infrastructure and instructional materials were highly accessible to public universities in southwest Nigeria.

5.3 Recommendations

The following were recommended based on the findings from this study:

The tempo in the area of physical infrastructure should be intensified and sustained since these structures and facilities contributed significantly to the quality of teaching and research engagements that take place in the university system.

Since there was significant relationship between instructional materials and academic staff job performance, it is recommended that the percentage of TETFund grant devoted to instructional materials should be reviewed upward to enhance effective teaching.

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