



Tertiary Education Trust Fund (TETFUND): Themes and Theoretical Perspectives

Edet, Nse-Abasi Edighienyong^{1*}

¹Department of Sociology and Anthropology, Faculty of Social Sciences, University of Uyo, Uyo Akwa Ibom State, Nigeria

*Corresponding Author

Edet, Nse-Abasi Edighienyong
Department of Sociology and Anthropology, Faculty of Social Sciences, University of Uyo, Uyo Akwa Ibom State, Nigeria

Article History

Received: 28.06.2024

Accepted: 03.08.2024

Published: 09.08.2024

Abstract: This study focused on Tertiary Education Trust Fund (TETFUND): Themes and theoretical perspectives. The Nigeria public universities which translated into incessant industrial action zone over the years, Academic Staff Union of Universities (ASUU) strongly linked it to poor funding, lack of revamping the Nigeria university education system, poor remuneration among other issues by the successive Nigeria Government, necessitated this research work at this material time. Nigeria universities have been bedeviled for years by debilitating labour unrest, if it is not ASUU, one time, it is NASU at another time, or SAAUN at another time or a joint force under the auspices of JAC- Joint Action Committee. The objective of this study is to investigate tertiary education trust fund (TETFUND): Themes and theoretical perspectives. The study argued that to what extent does tertiary education trust fund (TETFUND) improves staff training and infrastructural development in Nigeria tertiary education. It is necessary to mention that the destiny of a nation is determined by its level of commitment to quality education, among others. The better the education, the better the citizens and then the better the human productivity in the nation's development. However, the study relied heavily on relevant theoretical literature from internet search engines, such as Google, journals, and text books, etc. The study adopted a qualitative research method. The study explains System Theory and adopted it as theoretical framework. The research reviewed that TETFUND has positive impact in reducing the backwardness in tertiary education in Nigeria in the specific area of staff development, infrastructure, and academic research training, both locally and internationally, but except the obnoxious policies in accessing the fund sometimes by the Federal Government. The study recommends among others: that Federal Government should as quick as possible remove all bureaucratic bottlenecks attached during accessing TETFUND by prospective beneficiaries in various universities in Nigeria.

Keywords: Education, Tertiary education, TETFUND, Labour Unrest, Nigeria.

Copyright © 2024 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.

INTRODUCTION

Education is as old as the human species and has continued and will definitely continue regardless of the level of human evolution or scientific-technological advancement. The survival of any human society is dependent on its ability to transmit its material and non-material heritage from one

generation to another. This inter-generational transmission of cultural heritage is the primary meaning and perhaps the primary function of education. Talking of cultural heritage, every human society has its peculiar world-view as well as a set of enduring values that are shared by all its members.

Citation: Edet, Nse-Abasi Edighienyong (2024). Tertiary Education Trust Fund (TETFUND): Themes and Theoretical Perspectives. *Glob Acad J Humanit Soc Sci*; Vol-6, Iss-4 pp- 167-176.

These influence the patterns of relationships and the way they organize and conduct their businesses.

There is no gainsaying the fact that tertiary education is very key and strategic to the growth and development of any nation, it is the light to the future success and a launch ticket to a more successful, more productive and prosperous nation, the various research, innovations and inventions carried out by this level of education has been a key factor for development, social transformation, economic growth, stability and human capital advancement, just to mention but a few, which has been a major key factor and beneficial in the development of any modern society, a neglect in these sector translates into a significant malfunctioning of other sectors of the country, as a matter of urgency governments all over the globe intervene substantially in the sector by rendering assistance to the institutions, students, and the whole system (Moja, 2010).

According to National Policy on Education (2004), education in Nigeria is an instrument “par excellence” for effecting national development. It has witnessed active participation by non-governmental agencies, communities, and individuals as well as government intervention. This simply implies that education is a socio-economic enterprise which nations use in developing the knowledge and skills needed for modern day development. Those who view education as preparation for life will have the difficult task of explaining when life begins. Scientific evidence today has showed that the neonate is as alive in the womb as the baby outside the womb. Both respond to stimuli, therefore education is from the womb to the grave. But, Tertiary education in Nigeria is the education given after secondary education in universities, colleges of education, polytechnics, monotechnics, including those institutions offering correspondence courses. Again, unequivocally the goals of tertiary education in Nigeria include the following:

- Contribute to national development through high level relevant manpower training.
- Develop and inculcate proper values for the survival of the individual and society.
- Develop the intellectual capability of individuals to understand and appreciate their local and external environments.
- Acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society.
- Promote and encourage scholarship and community service
- Forge and cement national unity, and
- Promote national and international understanding and interaction.

The above clearly suggest the critical roles of a tertiary education as an important agent in the national development plan of every nation, the teaching, learning and research programmes that equips one with the right knowledge for their advancement and technological innovations are carried out by the universities, to achieve this laudable goals, adequate development through funding and the provision of infrastructures should be considered as an effective and basic necessity for the training and the capacity building and development of the needed manpower, as well as the provision of the academic and administrative buildings for research and development and the provision of functional and effective well stocked library and other basic infrastructure needed for an excellent globally acceptable academic standard to be provided in Nigeria.

As a matter of fact, quality tertiary education does not manifest in mere words or beautifully or well structurally designed in stated objectives or mere articulation of national policy on education but must be doggedly pursued with action-oriented sustainable plans. Presently, what Nigeria needs like every other nation, which some developed world powers have attained, is not mere lip service to tertiary education, but a conscientious, and holistic functional tertiary educational system, that will give our nation Nigeria hope presently and in future. Nigeria tertiary education and also the entire nation are currently in a dilemma. The nation generally is frustrated by diverse operational foes.

From the forgoing, Nigeria tertiary education academic staff should constantly enjoy reasonable good conditions of service, with an adequate staff development, a robust research mechanism with a strong component of fieldwork, the effectiveness of this system in place led to the production of international quality works as well as the rise of acknowledged center of excellence in different fields of endeavor.

Nigeria public university has witnessed a lot of turbulent challenges, ranging from chronic under-funding, rapidly increasing students’ enrolment, inadequate modern facilities, deterioration of physical infrastructure, culture of arbitrariness and constantly suppression of staff and students (Ekong, 1999). The increase experience in enrolment of students demand a proportional corresponding increase in funding and staff training which is not noticeable in Nigeria universities, which has put the management of universities under unprecedented stress and strain.

Regrettably, Nigeria is a signatory to the United Nation Education Scientific and Cultural

Organization (UNESCO) programme but Nigeria is unable to fulfill the statutory requirements of the International body which stipulate that 26% of their total yearly budgets will be devoted to the educational sector (Olupona, 2001, p.11). Contrarily, it was observed that the percentage of budgetary allocation to education has not exceeded 5% by 2022 budget, even other previous years. When we consider the insignificant budgetary allocation to Nigeria education, we would appreciate the level of total neglect and decay suffered by the education sector. However, the news making around is that several intelligent and excellent brains and great minds who are willing to develop Nigeria's tertiary education system has moved to Europe, America, Asia, East and Southern Africa, as a result of the pathetic situation we find our tertiary education system today.

The question remains: How free and democratic is Nigeria today to tackle her tertiary education challenges? Can we comfortably say that there is justice and fairness in all the major life facet of this country? Is Nigeria truly united, strong and self-reliant? How great and dynamic is our tertiary education system today? Can we with certainty say that Nigeria is a land of bright and full of opportunities for all citizens? These issues can only be resolved positively through a highly qualitative and dynamic tertiary education system, which formed the original idea of the national policy on education. This paper is clearly divided into introduction, significance of the study, conceptual clarification, historical development of tertiary education in Nigeria, imperative for quality Nigeria tertiary education and development, the legal perceptive and guidelines of the operations of TETFund in Nigeria Tertiary Education, theoretical framework, conclusion and policy actions.

This following research questions guided the study:

- What is the impact of tertiary education trust fund (TETFUND) to staff training?
- Does tertiary education trust (TETFUND) have positive effect on university infrastructural development?
- What is the level of accessibility of tertiary education trust fund (TETFUND) to academic staff of universities in Nigeria? The present condition of Nigeria tertiary education system without a doubt has necessitated the aforementioned questions. The above questions and others will be sougheed in course of this research work.

Significance of the Study

The major significance of this study is to show whether or not tertiary education trust fund (TETFUND) is playing a role in advancing our tertiary education system. However, at the policy level, the

Administrators, Educational Planners, Directors of Academic planning who are in charge of TETFund, principal officials of tertiary education in Nigeria especially in the university system, more on TETFund matters, the Academic and Non-academic staff of Nigeria universities, the Government, the Researchers, tax payers, among others, this study will contribute immensely to their activities. Again, this research work will help universities and general public to understand the vital roles the Tertiary Education Trust Fund (TETFUND) plays in the overall development of Nigerian universities, as well as their positive impacts in improving our university products (staff and students) to compete favorably and strongly with their foreign counterparties. In a similar vein, this study will be of great important to scholars and universities to take advantage of the various opportunities provided by the Federal Government via the TETFUND interventions in the speedy development and training of their academic staff, and the provision of essential vital physical infrastructures for effective teaching and learning process in higher academic environment.

Academically, this research work will come as an addition to the existing corpus of knowledge and ideas in the area of study, as the application of recommendations from this study will expose the damages that have been done over the years. The methodology that was adopted in this research is anticipated to correct methodological pitfalls of previous studies. The study will have a theoretical significance, as it will provide a fertile ground for testing a sociological theory which we will utilize in analyzing this study.

Finally, this study will serve as a foundation for future researchers who may in due course of time wish to embark on research on TETFUND. Meanwhile, this research will serve as a useful and necessary material to reference which will assist them.

Conceptual Clarification Education:

The concept "education" has diverse and sometimes misconstrued interpretations from different scholars or individuals. For example, to Plato, one of the foremost Greek Philosophers, education is the training which is given by suitable habits, emphasizing on virtues in children/citizens when both pleasure and pain are rightly implanted in national souls. This implies that education gears towards moral training, and right conduct. While retraining the moral ingredients of education, mentioned by Plato, Aristotle, who was a product of Plato, held that education is the development of a sound mind in a sound body. However, Milton gave a more accommodating expression of education as

“that which prepares a man to perform justly, skillfully and magnanimously in all offices at war or in peace” (Ezewu, 1993: 29-30). Aristotle’s definition stems from the Athenian view of education in his time, which combined physical training, popular in Spartan education, with character training of the Athenian educational system.

Esu and Junaid (2015), asserted that education is the means through which people’s culture are handed down from one generation to another and an exercise that ushers in relatively lasting change in human behavior and the major tool used by the society to preserve, standardize and improve its social balance. They further maintain that, in every human society, education is the instrument used in passing on to the new generation the extant knowledge of their physical environment and a vital means of passing on skills and knowledge, in order to perform their daily activities, enjoy their leisure and instill sound morals in them for their own good and that of the society. In essence, they view education as the process by which the society helps the younger generation to know the heritage of their past, participate creatively in the society of the present, and as well contribute to the future which will in turn contribute to the growth, renewal and development of the society.

Importantly, all the definitions or interpretations of education centre on the two etymological concepts “Educare” and “Educere.” The Latin word “Educare” refers to education as a process of molding, forming or making an individual to acquire basic intellectuality skills and moral competences to be able to properly fit into his/her immediate and extended environment (society). The prime objective or interest of his perspective of education is the society, while the individual’s interest comes second. But the other concept “Educere” means to lead, guide and encourage the individual to develop his/her natural potentials, first for his/her interest and benefits (personal development) and for that of the society. The second concept according to Amaele (2017), takes comprehensive study of the individual’s uniqueness, natural dispositions and interest. While the former is society biased, the latter is learner-centred. A middle range is, therefore, necessary; hence, education should serve to the fullest, the interest of the individual and that of the society. The individual’s natural or inborn potentials should not be sacrificed on the altar of the societal interest and needs but be encouraged to develop in line with the societal relevance.

Tertiary Education:

The meaning of tertiary education varies in accordance with the context a scholar many chosen

to use it. But for the purpose of this research work, tertiary education refers to post-secondary education or academic study that goes the stage of post-secondary education where a degree, diploma, or certificate is awarded after the student fulfill the stipulated requirements of the university. The students build and consolidate on the level of competence, knowledge and skills usually garnered at the secondary school education level. In Nigeria context, tertiary education is strongly involved in the traditional functions of teaching, research, development and community service so as to develop manpower and disseminate necessary knowledge needed in the industry, among others.

Oziegbe and Omonkalo (2014), viewed tertiary education as the climax of formal education needed by an individual to achieve total academic development that makes him/her self-reliance and contribute effectively and positively to the development of the nation, they affirm that the quality of any nations tertiary education is directly proportionate to the quality of the human resource of that nation. Ekundayo and Ajayi (2009), sees tertiary education as a section of the educational system that is responsible for training and producing the required manpower that is vital for national transformation and economic development. They are the frontier of education and considered as the main index of national development and transformation whereby all the skills, knowledge and information acquired are now the vehicle for productivity, wealth creation, prosperity, good health, competitiveness, and communication expansion, scientific and technological advancements. According to them, tertiary education plays a pivotal role in the supply of high level manpower for the socio-political and economic development of a nation.

The Nation Policy on Education (FGN, 2014), section 8 subsection 59-60 stipulated the goals of tertiary education shall be to:

- ❖ Contribute to national development through high level manpower training;
- ❖ Develop and inculcate proper values for the survival of the individual and society;
- ❖ Develop the intellectual capacity of individuals to understand and appreciate their local and external environment;
- ❖ Acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society;
- ❖ Promote and encourage scholarship and community service;
- ❖ Forge and cement national unity; and
- ❖ Promote national and international understanding and interaction.

The tertiary education in Nigeria pursues these goals through:

- Teaching;
- Research and development;
- Vile staff development programmes;
- Generation and dissemination of knowledge;
- A variety of modes of programmes including full-time, part-time, block-release, day-release, sandwich, etc.;
- Access to training funds such as those provided by the Industrial Training Fund (ITF);
- Students Industrial Work Experience Scheme (SIWES);
- Maintenance of minimum educational standards through appropriate agencies;
- Inter-institutional co-operation;
- Dedicated services to the community through extra-mural and extension services.

Tertiary education is universally acclaimed as the bed rock for national development and a major factor in the building of the knowledge economies that have today re-positioned institutions as factories that produce a globalized high-level manpower for the growing economies of the world. The world today is witnessing the great mobility of people, graduates and non-graduates of universities and other institutions of learning from their countries of origin to various other lands in search of relevant tertiary education (including Nigeria) that will prepare them adequately for the world of work anywhere in the globe. The reason behind this is to develop world class professionals that will make positive impacts in global competitiveness against their peers.

TETFund:

Simply put, it is an interventionist agency established under the enabling Acts aimed at improving the quality of education in Nigeria universities, and has been a substantial source of financial assistance to the various institutions in the country, especially as it concern to the commencement, completion or rehabilitation of capital projects as well as other areas of development like staff training and development, library intervention, research funds, manuscript and book development. The fund is key in the development of our universities over the years.

Historical Development of Tertiary Education in Nigeria

Every fabric of human endeavour –its past, its present and its future-is touched upon by education. The present is where we live in, the future is what we plan for and worry about, while the past is what had gone before; but if the past is critically analyzed and approached systematically, it will inform the present and shape the future. It is on this

premise, discourse like the one before us, will profit immensely from historical perspectives. We will take these perspectives by looking at the history of tertiary education in Nigeria, dwell a little deep into the first generation and second generation tertiary universities, and present-day universities in Nigeria.

Historically speaking, Nigeria as a nation came into existence in 1914; it was not until 1934 that the first form of higher education institution, Yaba Higher College, was established in the country. Its establishment was sequel to a realization by Mr. E.R.J Hussey, the then country's colonial Director of Education who noted that, the number of Europeans in posts in Nigeria, not only of senior but also of junior ranks, was very large and that the situation if not checked, could continue indefinitely. Indeed, British personnel were performing duties which already in other countries in Africa were being performed by Africans. It obviously became necessary to start an institution which in the first instance would be a "Higher College" and develop in due course into a university (Hussey, 1959). The aim of the college was to provide post-secondary training to Nigerians in the fields of agriculture, teaching and engineering. The college was housed at the King College, Lagos. Shortly, after the Yaba Higher College started operation, they faced extensive criticism by the Nigerian nationalists on the basis of the inferior quality of education they accused the college of providing.

However, Yaba Higher College only qualified its graduates for lower level jobs such as junior staff and assistants in the colonial government, and to compound the issue, the degree was not recognized outside Nigeria. Hussey was also of the opinion that although no limit would be set to the scope of the institution, it may take a long time before it reached the standard of that of a British university (Hussey, 1930), which must be its ultimate aim. Again, the history of university tertiary education in Nigeria cannot be given without the strong contributions of the two commissions that gave credence to it. Though it was the Elliot Commission which climaxed in the establishment of University College Ibadan (UCI) in 1948, but the contribution of the Asquith Commission cannot be wished away. In August 1943 the British colonial government set up the Asquith Commission to consider the principles which should guide the promotion of higher education, learning and research and the development of higher education, not only in Nigeria, but indeed in all the then colonies of the British Government.

In another development, an outcome of the Commission's report was a recommendation for "the creation of a University College in an area of approximately five square miles on the outskirts of

Ibadan” (Ejiogu, 1986). In May 1947, principal designate, Dr. Kenneth Mellanby, an ecologist of Cambridge University, England was appointed principal of the University College Ibadan (UCI) in July 1947 Mellanby arrived Ibadan but saw “no college, no building, no student body, no staff, no governing body” (Mellanby, 1952). But by January 1948, staff and students of o Yaba Higher College numbering 13 and 104 respectively were absorbed into the University College as a college of the University of London. It simply means that graduates of the College would receive degree of the University of Ibadan; UCI was an affiliate of the University of London (Ike, 1976). Mellanby (1952) recalled:

“A brand new college cannot enjoy the status of an established university until it has time to show its merit. If degrees were from the outset granted at Ibadan, neither in Nigeria nor in the world at large would their holders be recognized as the equate of men and women holding degrees of established uni-versities”

By this special relationship agreement, the University of London determined the University College’s syllabus, examination schemes, setting of examination questions and grading of answer scripts, and the ultimate award of degrees to the UCI students. This arrangement persisted till 1963 when UCI attained a full university status as the University of Ibadan (UI). However, it was contended that the UCI was burdened with a number of problems at inception, ranging from rigid constitutional provisions, poor staffing, and low enrolment to high dropout rate (Ibuku,1997). The University College Ibadan was criticized by some Nigerian nationalists for its overt colonial orientation in staffing and course offerings. Dr. Nnamdi Azikiwe, a foremost nationalist, speaking in the Nigerian House of Representatives, nicknamed it “a million-dollar baby” because of what he termed the College’s “financial irresponsibility” arguing that whereas between 1948 and 1953 the average cost per student each year at UCI was between 1,800 and 2,830 US dollars, the average cost per student in U.S.A was approximately, 835 US dollars (Ejiogu, 1986). The Action Group Party also scowled at the idea of trying the College to the injunctions of London University, arguing that:

Our political independence would be a sham and at best incomplete if the control of much of our intellectual life remained in foreign hands and the policy of our premier university college is decisively influence by bodies established outside the country (Taiwo,1980).

Nigerian elites demanded for a full fledged “African” university in spite of the apparent success of UCI (Ejiogu, 1986). The opportunity came in 1954 when, Africa as the premier of the Eastern Region led an economic mission to Europe to among other

things, “make arrangement for facilitating vocational higher education in Eastern Nigeria”. The mission recommended the establishment of a university in the region. According to Azikwe and Ojukwu (1954):

“In order that the foundation of Nigeria leadership

Shall be security laid, to the end that this country

Shall cease to imitate the outgrowths of a civilization

Which is not rooted in African life, we recommend that a full-fledged university should be established in this Region...such a higher institution of learning should not only be culturally, according to the classical concept of universities, but should also be vocational in its objective and Nigeria in its content”.

Deliberately modeled after the land-grant colleges of U.S.A the recommendation was that six Faculties namely: Arts, Sciences, Law, Theology, Engineering and Medicine and 22 institutes should take off at inception (Ejiogu, 1986), and it was hoped that these institutes would help in the transformation of lives of the people of the Region. Besides, it was recommended that the university should be so structured as to make it possible for those wishing to combine studies with their regular work to do so. Thus, on October 5th, 1960, the University of Nigeria Nsukka (UNN) emerged, deliberately designed with a somewhat different perspective from that which had hitherto characterized the idea of a university in West Africa. From its very beginning, the University articulated its first commitment to a philosophy that provides for the broadening of higher education whereby it can be fully equipped to offer courses in such branches of learning as are related to agriculture, business and industry without excluding the classics, the arts and scientific studies (UNN,1965).

In a related vein, the conceptualization of the university of Nigeria, Nsukka, is one such case when the peculiarities of the immediate milieu, and the most contiguous catchment area was given top priority and good consideration. The inclusion of commerce, business and industry in the curriculum of the university as well as the provision that, those wishing to combine studies with their regular work to do so, was a direct response to the predominant commerce orientation of majority of the people in the Region and the time on task available to them. In anticipation of indigenous manpower needs of a soon-to-be independent Nigeria, the Federal Government, in 1959, commissioned an inquiry under the chairmanship of Sir Eric Ashby of Cambridge University, U.K. to investigate Nigeria’s needs in the field of post-school certificate education

for its first two decades. Among the commission's recommendations was that: a university should be established in Lagos, (this was strategic, as it was the then capital city), with emphasis on evening and correspondence programmes; in addition, a university should be established in each of the three regions (North, East, and West) with each university to be autonomous and independence in the conduct of its activities.

Consequently, the implementation of the Ashby Report led to the establishment of University of Ife (now Obafemi Awolowo University, Ile-Ife) in 1962 by the Western Region, Ahmadu Bello University, Zaira in 1962 by Northern Region, the East already had its own University of Nigeria, Nsukka, established in 1960 and University of Lagos 1962 by the Federal Government. Babalola, Jaiyeoba, and Okediran (2007), speculated that the University College, Ibadan, became a full-fledged University in 1962. This meant that UCI, Ibadan and University of Lagos became the first two Federal Universities in Nigeria, the other three remained Regional, Midwestern Region was created in 1963, and after 'fighting' and was granted to have its own share of a University, it opted in 1970 to have its University called University of Benin. To date, the six Universities established during the 1960-1970 decades still go by the appellation of the 'first generation Universities'. They went further to state that during this period, Universities in Nigeria were under the close surveillance of the government. Appointments of members of the Governing Councils of the universities, and that of their Vice- Chancellors, were politically motivated.

Thus, is there need for expansion of University education? Or the patriotic stance of let have our share of the national cake mentality? Or simply political manipulation or a combination of these mentioned and more other factors that led to the creation of seven Universities instead of the initially proposed four in the Third National Development Plan (1975-1980)? The Universities are: University of Calabar (1975), University of Ilorin (1976), University of Jos (1975), University of Sokoto (1977), University of Maiduguri (1977), Port Harcourt (1977), and Ado Bayero University Kano (1977), all known and called the 'Second Generation University'. In another development, the federal government took over all these Universities by stipulations of Decree 46 of 1977 which provided for Federal Government powers to take-over all Universities in Nigeria (Jibril, 2003). The government also took over the four regional Universities during the same period. The Federal Universities of Technology in Owerri, Makurdi, Yola, Akure and Bauchi, along with state universities founded in Imo, Ondo, Lagos, Akwa-Ibom, Oyo, and Cross-River states

were established between 1980 and early 1990 and were collectively referred to as the "third generation Universities" (Nwangwu, 2003). But the 1979 constitution transferred university education from the exclusive list to concurrent legislative list which meant that state governments are empowered to establish state-owned universities if they desired.

The fourth generation universities are those established between 1991 and the present date. They include more state universities, Nigeria's first and only Open University (National Open University) and many private Universities around the country (Otonkos, 2012). As at when this research was carried, Nigeria has 205 universities government approved (49 Federal government owned; 57 state/regional controlled; and 99 private owned (NUC 2022). However, government owned universities has over the years continue to dominate higher education landscape in our country, but their noticeable flaws to provide admission for all the candidates seeking for university admission became challenging since 1990s. Statistically speaking, in 1990 about 250,000 candidates applied for university admission and less than 50,000 representing 20% of the candidates were successfully admitted. Again, in 1992 close to 30,000 candidates applied for university admission and about 50,000 amounting to 17% only got the admission into different tertiary institutions, while in 1994 out of a total number of 400,000 that wrote JAMB examination for admission, less than 50,000 totaling 13% got admitted into higher institution (Obasi & Eboh, 2001).

Imperative for Quality Nigeria Tertiary Education and Development

It is necessary to have quality Nigeria tertiary education. Quality Nigeria tertiary education has a multiplier effect on its economic development; the fastest way to bring development in the world today is through quality tertiary education which is the key index to development, as their products from the of nations building, improves productivity, empowerment, health and helps to shun every form of negative vices. It is not a gainsaying fact that, for development to take place in any nation, competent, knowledgeable and experienced people are needed and such people must be trained adequately for an efficient and effective manpower service delivery, that will dive and manage the major economies of the nation, such manpower are trained and prepared in the university as well as the development of their skills, technical know-how and reasoning capabilities. Our quality of university is the easiest and the most effective strategy to the development of the human resources capacity of any nation. According to Weisbrod (1962), as cited in Blaugh (1970), identifies that the university education has a direct financial return on an individual, which

positively affects the nation, an increase in the income positively affects the tax payment as well as the rise in the productivity of the nation, this positive rise is always very beneficial and impactful to the growth, development and output of the nation. Again, an individual with quality tertiary education is broad minded and hence more easily to adjust to any situation or change, every developing and developed nation or country needs such experience and level of competency for sustainable development to take place, such individual is able to contribute to the economic and social advancement of the nation, also increase in its productivity which is a measure of the economic development of the nation.

The Legal Perceptive and Guidelines of the Operations of TETFund in Nigeria Tertiary Education

It is obvious that TETFund has been consistent in fulfilling the mandates guiding its operations in Nigeria tertiary education, which is focused on the provision of essential physical infrastructure, instructional materials, and equipment, research and publications. Again, academic staff training and development including other needs that a vital for the improvement and maintenance of standards in the universities. TETFund officials and university staff will attest to the fact that TETFund has not relented in the discharging of the mandate guiding their operations in the tertiary education in Nigeria is visible. First, in infrastructural development, there is no conventional university in Nigeria that has not benefitted from one TETFund invention or another today. This was buttressed by Bogoro (2020), who stated that TETFund has come to match the growing number of students' enrollment in Nigeria tertiary institutions and that currently most of the infrastructures you see in Nigeria universities are currently TETFund intervention projects. He further asserts that if not for TETFund, the tertiary education system in Nigeria would have been highly comatose or probably non-existence, in agreement to his assertion, TETFund currently has constructed over 80 auditorium and lecture theatres, 500 classrooms, 2,383 administrative and staff officials, 100 fully equipped libraries, 250 science laboratories, 38 ICT centers, 8 medical centers, and sick bays, 100 vehicles and other numerous infrastructures in Nigeria public universities.

In other hands, staff training and development, provision of instructional materials and equipment, research, book development and publications, among others TETFund has made provisions for the provision of all these and has been consistent in equipment and the provision of essential instructional materials for teaching and effective learning, as well as deepen their efforts in research and development by constantly reviewing

the research funds upward every year, the fund has been encouraging the book and manuscript development by establishing publishing centers across the six geo-political zones, so that scholars can turn their manuscripts and journals into books. Finally, all the above statements are in tandem with Ibrahim (2020), who agree that the Federal government has spent over #19 billion to facilitate academic programmes for lecturers of which more than 10,363 academic staff have been trained for Masters and Ph.D. degrees in various field of endeavor to enhance their development and career.

Theoretical Framework

For the purpose of this research work, we explain and adopt System Theory as propounded by David Easton (1959) as theoretical framework for this study. According to David Easton, a system is viewed as a set of interrelated parts that function as a whole to achieve a common objective, a system functions by acquiring inputs from the external environment, transforming them in some way, and discharging the output back to the environment, the system is regarded as an open system with "authoritative allocation of values" because there are constant corresponding demands from the society or environment. David Easton stated that, terminology, the system receives "input" in the form of "Demands" and supports, it produces "outputs" in form of "policies and decision". The "output" flow back into the environment through a "feedback mechanism" giving rise to fresh demands etc. The system theory of an organization according to Easton consists of five components, namely: the input, political system, the output, the feedback, and the environment.

Easton characterized (inputs) demand as the raw material which could either be a material, human or financial output of which finished products called decision or policies are manufactured, he described core decision or policies as manufactured while support is described as the energy in form of action or orientation enabling the political system to convert the demands into authoritative decisions and policies, the demand may arise from any source either from the people, politicians, administrators, opinion leaders, etc depending on the nature of the expectations of the people from their political system. However, the variability of the support is bound to affect the political authority (popularly refer as government) the region (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. Generally speaking, demands serves as a guide to the political system in determining the policies and principles that will enable it to achieve its goal and it is believed that if the political system is capable of processing the demand to inputs and is

effectively supported, the inputs are basically bound to come forth from the environment, while the feedback mechanism is expected to adjust the outputs for an effective management in the system.

In a nutshell, system theory has carefully illustrated the Nigeria political system, without hesitation, there are many parts working dependently and interpedently to achieve the overall objectives of the nation, the education system happens to be one of these all necessary or important parts, this sector is very vital and needs to be very strong and vibrant in order to aid and assist the other parts towards achieving the developmental goals of the country; policies upon policies have been set up by the past and successive government to ensure that the tertiary education in Nigeria especially is revamp or lifted to the required and desired standard for the benefit of all and the improvement of our image globally for proper recognition to enable us compete favourably with our international counterparts and for our national development.

In another development, among this measures and policies that was put in place by the governments was the establishment of the Tertiary Education Trust (TETFund), this policy was put in place as an input from the government with personnel and financial resources, under the supervision of the federal government which is the (political system) to produce output in form of availability of good infrastructural facilities, laboratory equipment, maintenance of facilities, standard, updated and well stocked library, funds or grants for research and development activities in the university system, academic staff training and development, conference attendance, manuscript and book development and ICT, among others.

This work therefore adopted System Theory because it is holistic, broad, and suitable for this research work in the development of the university education system in Nigeria, the availability of quality, and vibrant manpower produced by our education sector especially the university education should have the right ability, knowledge competence and skills that should be able to transform the Nigeria political system to a better state beneficiary to every citizens of the country and the entire political environment or the society at large, which in turn should have the ability to feed the sector back, this can only be made possible when sound and well trained graduates are allowed to manage or handled the activities in the other sector of the economy, the feedback mechanism received helps to revolve round the entire system and replace the output into a more effective standard for the development of the country.

CONCLUSION AND POLICY ACTIONS

It is necessary to mention that the more committed the Federal government is to its policy of TETFund on tertiary education; the better the university education system. Knowing the importance of Tertiary Education Trust Fund (TETFund) is one of the successes of our university educational system now and in the future. This study has explored further the important roles TETFund play in our university education system, and how government put in effort to improve the quality of our education through TETFund. The study also established that it is not enough to build universities all over the six geo-political zones, but it is imperative to increase the quality of the universities through TETFund. However, with all these efforts of the government towards the improvement and development of this very important sector, why are there still consistent challenges within the Nigeria universities that constantly results in serious unrest or industrial disharmony within the various unions in the university system and the Federal government on the colossal decay both in the physical infrastructures, remuneration, allowances, welfare and poor staff training and development in the nations university recently.

To help overcome the raised pertinent issues and challenges therefore, the study recommends as follows:

- ❖ As a matter of necessity Federal Government should ensure that all the public tertiary institutions in Nigeria, that qualified are given opportunity to access TETFund facilities and interventions, also Federal Government must set up strong committee to monitor their activities to ensure that disburse funds are properly utilized.
- ❖ For equity, fairness, and justice, membership of board of TETFund must cut across all the six geo-political zones of Nigeria state, so that every zone will represent the interest of the tertiary institutions in their zone.
- ❖ Federal Government and the TETFund board members should remove all the stringent administrative regulations, and bureaucratic bottlenecks that hinder the beneficiary institutions in accessing the funds. This is because the obnoxious laws discourage interested beneficiaries from accessing the fund.

REFERENCES

- Amaele, S. (2017). *Understanding Philosophy of education: The Western and African Perspective*. Port Harcourt: Emmanest Ventures Publications.
- Azikwe, N., & Ojukwu, L. D. (1954). *Economic rehabilitation of eastern Nigeria: Report of the*

economic mission to Europe and North America. Enugu: Government printer.

- Babalola, J. B., Jaiyeoba, A. O., & Okediran, A. (2007). "Understanding autonomy and financial reforms in Nigeria: Historical background, issues and recommendations from experience" in B. Babalola & B. O. Emunemm (eds), *issues in higher education: Research evidence from sub-Saharan Africa Lagos: Biolabay publication*.
- Blaug, M. (1970). An introduction to the economics of education. *Journal of industrial relation*, 7(4), 629-631.
- Bogoro. (2020). Federal government approve 7.5 billion for 2020 TETFund research grant www.nuc.edu.ng.
- Ejiogu, A. (1986). *Landmark in educational development in Nigeria*. Lagos: Joja education research and publishers limited.
- Ekong, E. E. (1999). Management styles in Nigeria universities under military rules and the challenges of democracy: *Being a paper presented by a researcher on the funding challenges of higher education in Nigeria*.
- Ekundaya, H. T., & Ajayi, I. A. (2009). Towards effective management of university education in Nigeria. *International NGO journal*, 4(8)111-128.
- Esu, A., & Junaid, A. (2015). Education development: Tradition and contemporary accessed from www.educationonlinenigeria.com.
- Ezewu, E. E. (1993). *Philosophy of education*. Ughelli: Eddy-Joe publisher.
- Hussey, E. R. J. (1930). *Speech by E.R.J Hussey*. Legislative Council Debates 8th Session.
- Hussey, E. R. J. (1959). *Tropical Africa 1908-1944*. London: St. Catherine press.
- Ibrahim, S. (2020). Tertiary education trust fund, research and development and Nigeria higher education. *European journal of education studies*, 3(7) 1-19.
- Ibukun, W.O. (1997). Educational management: *Theory and practice*: Green line publishers Ado-Ekiti.
- Mellanby, J. K. (1952). *Our University*. Lagos: Public Relations Department.
- Moja, T. (2010). *Nigeria education sector, an analytical synthesis of performance and main issues*, World Bank.
- National University Commission. (2020). Report on the Performance of Federal University System NUC National Policy on Education (2014).
- Nwangwu, I. O. (2003). *Educational policies in Nigeria: Trends and implementation*. Jobus international, Nsukka.
- Obasi, I. N., & Eboh, E. C. (2001). Cost sharing crises in Nigeria universities. Policy lesson from an empirical study. Research report submitted to the association of African university (AAU) Accra, Ghana. Retrieved from www.aau.org.
- Okonto, J. (2012). University education in Nigeria: History, successes, failures and the wayforward. *International journal of technology and inclusive education (UTIE)*, 1(2).
- Olupona, A. M. (2001). Students characteristics and willingness to pay fees at the University of Ibadan. *University Press*.
- Oziegbe. S. A., & Omonkalo, B. O. (2014). An empirical investigation of the functionality of Nigeria's tertiary education system. *Journal of religious and industrial development*, 12(1)28-39.
- U.N.N (1965). Academic Calendar, 1965/1966. Nsukka: University Press.