

**IMPLEMENTATION OF TERTIARY EDUCATION TRUST FUND
INTERVENTION PROJECTS IN PUBLIC UNIVERSITIES IN THE SOUTH-
WEST, NIGERIA (2011-2015)**

BY

**Kayode Michael OYELEKAN
Matric, No: 120274**

**B.Sc (1988) Accounting (University of Lagos)
M.Ed (2004) Economic of Education (Ibadan)**

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CERTIFICATION

I certify that this work was carried out by Kayode Michael OYELEKAN in the Department of Educational Management, University of Ibadan, Ibadan, Nigeria.

Supervisor

J.B. Babalola

B.Ed., M.Ed., PhD

Professor, Department of Educational Management
University of Ibadan,

Ibadan, Nigeria

DEDICATION

This thesis is dedicated to God Omniscient, Savior of my soul and to these precious children – Tabitha, Timothy, Trinity Phebe and Titus.

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ABSTRACT

The Tertiary Education Trust Fund (TETFund) was established in 2011 to provide intervention projects towards meeting the physical and human development needs of public higher education institutions in Nigeria and to ameliorate financial crises in the system. However, the timeliness of disbursements, amounts disbursed by TETFund from the allocated funds to universities and the ways projects were implemented have been of great concern to stakeholders. Previous studies concentrated more on quality and relevance of Tertiary Education Trust Fund intervention than on the implementation of intervention projects in the South-west, Nigeria. This study, therefore, was designed to investigate the implementation of TETFund intervention projects from 2011 to 2015, being five years, after the transition from Education Trust Fund. This is with a view to ascertaining compliance with allocation guidelines on the implementation.

Public Expenditure, Public and Social Accountability theories provided the framework, while the survey design of the *ex-post facto* type was adopted. Six federal and seven state public universities in the South-west, Nigeria as well as TETFund projects for the periods were enumerated. Primary and secondary data were sourced and interrogated for information. Other TETFund data inventory containing Allocated Fund-AF (exclusive of research grants), Fund Accessed-FA, Disbursed Fund-DF and Timeliness for Fund Disbursed-TFD were used. Semi- structured interviews were held with 13 TETFund officers, while key informant interviews were held with 26 Principal Officers, two in each university. Data were analysed using descriptive statistics and content analysis.

The AF to each university from 2011-2015 was ₦2,888,000,000.00. The highest FA by universities was ₦2,476,000,000.00 and lowest amount was ₦686,043,740.00. The highest DF was ₦2,436,000,000.00, and the lowest amount was ₦708,097,646.00. Only 46.3% of AF (an equivalent of 84.4% of FA) was disbursed to universities within the period. Physical infrastructure received highest allocation ranging from ₦175m to ₦552m annually while research fund was allocated only ₦160m for the five years. Academic staff training and development, and Conference attendance top the list of project executed by TETFund in the public universities. Book development and programme upgrade were least executed across the universities. Disbursement of funds was slow due to bureaucracies which led to un-accessed fund. Timeliness of fund disbursement (3.36 ± 1.72) years was poor, against a threshold of one year. TETFund complied with the guideline on horizontal allocation, but was inconsistent on vertical allocation. Protracted delay before DF was released to universities caused rollover and abandonment of TETFund projects. Inability of universities to access fund was the major factor that hindered the successful implementation of TETFund projects.

The inconsistency of TETFund on compliance with guidelines, delays in fund disbursement and failure of universities to submit financial returns limited the effective implementation of TETFund intervention projects in public universities in the South- west Nigeria within the period of 2011 to 2015.

Keywords: TETFund intervention projects, TETFund operational guidelines, Timeliness of fund disbursement

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LIST OF ACCRONYMS

AF	-	Allocated Fund
AF	-	Accessed Fund
DF	-	Disbursed Fund
ETF	-	Education Trust Fund
FIRS	-	Federal Inland Revenue Service
MDG	-	Millennium Development Goal
TIQ	-	TETFund Implementation Questionnaire
TDI	-	TETFund Data Inventory

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Nigerian public universities have consistently been embattled by several problems ranging from insufficient lecture rooms and offices to decayed infrastructure, ill-equipped laboratories and libraries, poor salary for lecturers leading to brain drain, poor facilities, and insufficient admission spaces as well as inconsistent cum ill-conceived policies and low access to education (Emeghara, 2013), (Adavbiele, Justina and Ajiegbelen, 2016)

University education is a capital-intensive endeavour. Olayemi and Abiodun (2014) and Akudo (2014) noted that the amount of funding made available for its administration determines how successful it will be. If our higher education institutions are to compete favourably with those in developed nations, a significant financial investment is needed in public education. Accordingly, (Babalola, 2001; Oshuntokun, 2006; Oyeneye, 2006; Akindutire, & Ajayi, 2007) all concurred that a key issue with university education in Nigeria is a lack of proper finance, which prevents managers from performing to their full potential. Funds released to the tertiary sector of education by the federal government can no longer support the increasing demands and expansion of the Nigerian university system, according to Ezekwesili (2006), who also asserted that underfunding of education, particularly at the tertiary level, has turned into a common occurrence in Nigeria.

The population increase in Nigeria's public universities has resulted in the loss of a favourable learning environment (Pasha, 2021). The result is that if the learning environment is not suitable, the objectives of higher education will not be accomplished. In addition to population pressure, maintaining and providing infrastructure in higher education institutions was also impacted by government funding of higher education prior to the involvement of TETFund. According to

Imhabekhai and Tonwe (2001), 80% of the capital and other expenses needed by public universities and other institutions were provided by government of in Nigeria. This is the reason Olugbenga (2014) urged the participation of all education stakeholders to provide the necessary financing, infrastructure and other resources for efficient operations that will raise the standard of higher education in Nigeria.

In an effort to address the issue of gross underfunding, Nigerian public universities had used a variety of cost-sharing measures to survive (Johnstone, 2003). The way that students contribute is by paying a variety of costs, including those for acceptance, caution, sports, identity cards, late registration, exams, laboratories, certification, transcripts, and medical expenses. However, the corporate sector's contributions to Nigerian education were largely voluntary donations and the awarding of prizes. Due to insufficient financial support for education, universities have turned to different methods of raising money including awarding various honorary degrees.

Education finance has been serious challenges to universities due to insufficient budget are allocation to the sector resulting in inability of its managers to meet the ever increasing demand of universities. For instance, funding for education was woefully inadequate in federal budgets from 1999 to 2013. According to 2012 World Bank assessment on the yearly financial allocation to education in 20 countries, Nigeria only allocated 8.4% of its annual budget to education that year, compared to African nations like Cote d'Ivoire (30%). Lesotho (17%), Burkina Faso (16.8%), Ghana (31%), Kenya (23%), Uganda (27%), Tunisia (17%), Morocco (26.4%), and Botswana (19%) are all countries in Africa. Outside of the continent, Norway (16.2%), the United Arab Emirate (22.5%), Colombia (15.6%), Nicaragua (15%), and India (12.7%) are all countries. That much was devoted to education by Iran (17.7%), Swaziland (24.6%), Mexico (24.3%), and the United States (17.1%). (World Bank, 2012). Nigeria's average budgeted allocation to education was 5.88%. (CBN, 2015).

According to the aforementioned, Nigeria was placed twenty-first, the lowest position on the table, while Ghana was ranked first. It suggests that the basic, secondary, and higher levels of education will probably struggle to satisfy their financial obligations. Clearly, an intervention fund is required to close the funding gap left by insufficient funding from the national budget.

As an intervention strategy aimed at strengthening both the infrastructure and educational quality at Nigerian institutions of higher learning, the Tertiary Education Trust Fund (TETFund) was founded. The primary goals of the TETFund are to administer and disburse funds to federal and state tertiary education institutions with a focus on the maintenance and provision of the following: provision of instructional materials and equipment, physical infrastructure for teaching and learning, book development, academic staff training and development, research and publication Journals, and any other needs that, in the view of Board of Trustees' pinion, are indispensable.

The amount collected or sent to the Board of Trustees the year before determines how much of the TETFund will be allocated in each intervention year. For instance, money received in 2011 was distributed to the 2012 Education Trust Fund (ETF) intervention year (on a preceding year basis). The budget for the intervention year is thus represented by this allocation. The institutions must make the most of TETFund allocations by investing in initiatives that will have a long-term influence on their academic programs (ETF, 2003). TETFund as an intervention method is to fill the gap left by inadequate budgetary allocation to education sector. It has a mission of rescue. “TETFund mission statement is to provide focused and transformative intervention in Public Tertiary Institutions in Nigeria through funding and effective project management”. (TETFund monthly digest 2017)

In order to provide an alternate source of funding for education, the Education Trust Fund (ETF), now known as the Tertiary Education Trust Fund (TETFund), was formed in 1993. The Tertiary Education Trust Fund (TETFund) was established by the Federal Government of Nigeria to provide financial and non-financial support for higher education (colleges of education, universities, polytechnics, and monotechnics) so that each of these institutions of higher learning can achieve its long-term objectives. According to the Tertiary Education Trust Fund (Establishment, Etc.) Act of 2011, which repeals the Education Tax Act Cap.E4 of The Tertiary Education Trust Fund, created by the Education Tax Act No.17, 2003, tasked with handling, disbursing, and overseeing the education tax to Public Tertiary Institutions in Nigeria. In order to accomplish these goals, the TETFund Act of 2011 imposes an education tax of two percent (2%) on the assessable profit of each and

every firm registered in Nigeria during any year of assessment. The funds are known as the Education Tax Fund. Prior to the exclusion of primary and secondary schools, only 50% of all collected funds went to higher education institutions (universities, polytechnics and colleges of education). Now, however, all (100%) of allocated funds go to tertiary institutions. Act mandates that the Federal Inland Revenue Service (FIRS) be in charge of collecting education tax in any assessment year and remitting the funds to Trustees of the Fund.

The law establishing the Education Trust Fund, however, was changed and given a new name—the Tertiary Education Trust Fund—in June 2011. This only indicates that the recipients of its intervention efforts were restricted to public tertiary institutions solely with an eye toward a significant turnaround of Nigeria's postsecondary institutions and to build up ranking on a worldwide stage, utilizing the instrument of adequate funding.

Interventions can be categorized as (normal) conventional, special, or special high impact. Conference attendance, research, library use, journal publication, physical infrastructure, library use, staff training and development, and article preparation are all included in standard intervention programs. The TETFund Board may decide to make a special intervention, but only in conformity with the law that established the fund. This kind of distribution is based on zones and is done fairly. TETFund uses some criteria such as the type and variety of programs being offered, student enrolment, the number and seniority of their academic staff, the strength of their postgraduate programs, and their past, present, and ongoing influence on other institutions to evaluate institutions.

In order to facilitate and ease Book Publishing by Nigerian Universities Scholars, special intervention projects include the establishment of high calibre zonal teaching and research laboratories in designated premier universities in the six geo-political zones and the establishment of academic publishing centres designated in each of the six geo-political zones. The National Research Fund, the National Book Development Fund, the funding of Technical and Vocational equipment to selected Polytechnics and Colleges of Education (Technical) nationwide, various capacity building trainings and workshops to all levels of tertiary education, and more are all included in the

Special Intervention Programme (SIP) in selected public tertiary institutions in the six geo-political zones

To achieve a significant turnaround through program upgrades and enhancements to the teaching and learning environment, the High Impact Intervention aims to substantially pump cash into a limited group of institutions. The Board of Trustees chooses beneficiaries based on a variety of factors, including the institution's age in each geopolitical zone. It began in 2009. It is obvious from the foregoing that funds given to various institutes of higher learning must be disbursed upon request. Prior to disbursement, the relevant institution must make an effort to access the fund.

The management and distribution of money to beneficiaries in public tertiary educational institutions in accordance with set policies are legally vested in the Board of Trustees (BOT) of the Fund. Leakages can happen in variable degrees at any step along the channel (TETFund level, institution level, and service provider level). Due to the possibility of release of funds through proxy, it appears that disbursement of funds is not always done as anticipated. In other words, the way that such funds are being used is concerning.

Because the TETFund discourages cost variation, resources must be used wisely to accomplish the goal. The need for more resources will be needed to create the desired output if there are wastages, leakages, and capture. Although "get it right the first time" or "zero defect" is an important goal to pursue, flaws, errors, and mistakes are frequent occurrences that lower the effectiveness of all production systems, whether they are used for manufacturing or providing services, according to Kiriaki (2009). Any deviation from these signifies improper use of the fund, making it challenging to obtain additional funding.

After receiving TETFund approval, recipient institutions have the right to request and collect allocated funds. This is known as fund accessibility. There are both general and specific requirements that must be met for the beneficiary to have access to the fund. The National Universities Commission (NUC), the National Board for Technical Education (NBTE), or the National Commission for Colleges of Education (NCCE), which were established by Act of Parliament or Edict approved by the President or Governor, are in charge of managing the beneficiary institution. A formal application

must be submitted to the TETFund to enlist the institution as beneficiary. The specific requirements, on the other hand, are determined by the project's type, technical needs, age, eligibility for the first and second tranches, and institution- and library-based research. The fund is disbursed after the general and special requirements have been met.

The disbursement of funds, or the release of allocated funds to beneficiary institutions, happens when an institution's prioritised projects have been approved with established cost limits and a letter of approval with the first tranche of the allocation is released to the institution. The first tranche may be 50% or 85% of the allocation, depending on the type of projects undertaken. The fund is distributed depending on rules established by TETFund. The payment is made based on projects and procurement. Monies for projects are distributed in three equal payments of 50%, 35%, and 15%, whilst funds for purchases are distributed in two payments of 85% and 15%. The allocation of the funds in the ratios of 2:1:1 to universities, polytechnics, and colleges of education was created by the enabling Act of the Fund. This can be translated to signify that the Academic Staff Union of Universities (ASUU) fought for it or that universities require more funding than other post-secondary institutions and should be allocated a higher share. According to the Act, the distribution of the monies to the recipient institutions must be fair and equal. The regulation also states that: the first tranche will be released following project approval and payment into an account set aside for that purpose; the second and third tranches will then be released in stages, specifically contingent upon the successful completion of the approved project(s); and the approved project(s) may not be changed without the Fund's prior approval. The ensuing allocations will be forfeited if compliance is not met. The desk/project officers, on the other hand, will give tangible completion certificates for projects that have been finished or supplied.

The systematic allocation of financial and non-financial resources by beneficiaries in accordance with suggestions made to the TETFund Department of Operations within the confines of its mandates and for the accomplishment of the institutions' particular goals is known as fund utilisation. The guidelines for fund usage provide that the recipient must make accessible progress reports on the project as specified in TETFund form in order to enforce compliance with TETFund regulations. The

allocated money must not be used for any other projects that are being carried out with regular funding. Administrative vehicles cannot be purchased from it, and copies of the letter of award as well as the minutes of the Tenders Board meeting at which the contracts for the various projects were finalised must be submitted along with vouchers, receipts, delivery notes, and proof of the completion of all projects to be eligible for later release.

The promptness of the money's disbursement depends on how quickly the project was finished. If delivered at a much later time, the real term of the fund may drop while the monetary term may increase. The time value of money is involved in this. The risk is handled and erosion caused by inflation or exchange rate variations is avoided when funds are released early or on schedule. Due to the delay in money being released, the cost of the project's supplies may have increased dramatically, necessitating the need for much more cash. The delay could be in processing, allocating funds, or disbursing funds. Except for big projects, which can be phased so that each phase can be finished to a functioning level within a maximum duration of twelve months depending on the amount of money available in any one intervention year, TETFund projects are anticipated to be completed within one intervention year

Compliance refers to a business or organisation fulfilling its legal obligations, frequently to safeguard the welfare and health of others. It complies with all applicable laws. It assumes compliance with pertinent legislation, such as the Company and Allied Matter Decree of 1990, in regards to a company's financial problems. Non-compliance is defined as any violation of the law's requirements. Therefore, if a business does not pay 2% of its assessable profit as education tax, it has not complied with the applicable law; as a result, TETFund will find it challenging to meet its goals. Universities are additionally obligated to carry out TETFund projects in accordance with its rules.

Goal attainment is ensured by efficient resource management. Every project has a purpose, and TETFund initiatives are not an exception. Project effectiveness is ensured by the efficient use of resources. Rework is frequently necessary when a project doesn't achieve its goal. When a procedure is repeated to make a product, project, or service comply with its initial specifications, this is known as rework. Rework, according to Owen and Blumenfeld (2007), is typically performed after the

completion of a product or service and entails all necessary steps to transform items that don't meet the requirements into ones that do. Rework results in higher resource usage and longer project completion times. The cumulative result is a rise in project costs and, most often, unhappiness among customers. Utilising resources efficiently helps achieve goals and boosts productivity.

Previous studies on TETFund projects concentrated their discussions on the quality and relevance of TETFund intervention (Agha et al., 2015), Effect of tertiary education tax in management of universities (Oraka, Ogbodo & Raymond, 2017) and TETFund and management of university education in Nigeria (Victoria & Emmanuel, 2014) but adequate attention has not been given on how fund allocation, access, disbursement and timeliness have been effected in the implementation of TETFund projects in the South-West , Nigeria.

1.2 Statement of the Problem

Tertiary Education Trust Fund (TETFund) was established as an intervention strategy to allocate resources as a way of improving status of infrastructure as well as enhancing the quality of education in Nigerian institutions of higher learning. TETFund project intervention since 2011 has been poorly implemented (allocation, access, disbursement and timeliness) as far as compliance with guidelines is concerned. Timeliness of fund disbursement and actual amount disbursed from allocated funds to the universities has been of great concern to stakeholders taking into consideration the ways projects were been implemented. Yes, there is allocation and disbursement but many people and agencies doubt if allocation and disbursement follow strict guidelines stipulated for implementation. Poor accessibility and disbursement hindered effective implementation of TETFund intervention in public universities in the South-west, Nigeria. Consequently, allocation may be skewed in favor of universities or polytechnics or colleges of education. Delay of approval-in-principle will adversely affect university access to the allocated fund. Untimely release of fund may lead to cost escalation which would lead to poor implementation. Therefore, examination of effectiveness of the implementation of Tertiary Education Trust Fund interventions in public universities in the South-west becomes imperative. This is so with the sole aim of determining if existing principles of fund allocation, accessibility, disbursement and timeliness were strictly adhere to within the period

2011-2015. The study, therefore, was designed to determine the effectiveness of TETFund interventions in public universities as well as to assess the strict adherence to implementation guidelines in all the processes of the intervention within 2011 and 2015.

1.3 Purpose of the Study.

The study examined the effectiveness TETFund interventions in public universities in the south- west, Nigeria including assessing the level of compliance of TETFund and beneficiary institutions to implementation guidelines on allocation, access, disbursement, and timeliness with a view to ensuring equity, justice and accountability of all stakeholders..The specific purposes of this study are to determine the:

- a) Volume (amount) of allocated funds to each university for the 2011 to 2015 intervention years.
- b) allocation priority of TETFund projects during the period ,
- c) quantity of amount accessed during the period by each university.
- d) actual amount disbursed to each university for intervention years .
- e) differences between the amount allocated and amount disbursed during the period
- f) differences between amount accessed and disbursed for each university for intervention years,
- g) determine factors hindering access to allocated fund,
- h) determine the causes of disparities between allocated fund and amount accessed ,.
- i) determine the causes of disparities between amount accessed and amount disbursed,,.
- j) extent of compliance with guidelines, and
- k) Suggesting ways of bridging the gap between allocation and access and between access and disbursement

1.4 Research Questions (RQ)

The following Research Questions were raised and answered to guide the study:

RQ 1: What is the volume (amount) of fund allocated to each university by TETFund during period (2011-2015)?

RQ 2: What is the allocation priority of TETFund projects during the period (2011-2015)?

RQ 3: How much of the allocated fund were accessed for each category of TETFund project for the period (2011-2015)

RQ 4: How much of the accessed fund were actually disbursed for each category of TETFund project for the period (2011-2015)?

RQ 5: What are the factors that hinder fund accessibility by the universities?

RQ 6: What is the difference between fund allocated and fund disbursed to the institutions within the period (2011-2015)?

RQ7: How significant is the difference between fund allocated and fund disbursed to the institutions within the period of (2011-2015)?

RQ 8: How significant is the difference between fund Accessed and fund disbursed to the institutions within the period of (2011 - 2015)?

RQ 9: What factors are responsible for the disparity between allocated and accessed fund?

RQ 10: What factors are responsible for disparity between accessed and disbursed fund?

RQ 11: To what extent do the TETFund comply with its own guidelines on allocation and disbursement for projects or procurement completed within the period specified?

1.5 Significance of the Study

The study will be relevant to policy makers, researchers, TETFund Board of Trustee, higher institutions and students. Through the findings of this study, the findings will assist policy makers to understand actual amount spent, locate and quantify fund leakages if any, evaluate the basis of allocation of funds to different institutions and make adjustments if need arises.

The finding of this study will enable Board of Trustee to be well informed about the time-frame between when fund is allocated and its disbursement to the concerned institutions. Therefore, the Board will ensure timely release of fund having understood causes of information dissemination and delay of disbursement of allocated fund to institutions. It will develop strategy for speedy collection of education tax from companies, prescribe penalty for failure to pay. Also the Board

will tie all loose end to disbursement of funds.

On the basis of this, the regular and prompt release of allocated fund will reduce incidence of inflation on project costs, improve facility performance and proper costing of projects to avoid wastages. In the same vein, companies will be willing to pay their due as they see proper accountability in the utilisation of earlier contributions and benefit from the employment of well – trained graduates.

In addition, if funds are allocated appropriately, disbursed timely and utilised effectively these institutions will benefit more when the guidelines are strictly followed with regard to allocation and disbursement of funds. Furthermore, students would benefit from good learning environments, improved library and availability of relevant materials made available by TETFund. TETFund programme of activities cover book developments. This is the area where researchers will benefit

1.6 Scope of the Study

The study examined how effective the implementation of Tertiary Education Trust Fund interventions is in Public Universities in South-west, Nigeria between 2011 and 2015. This period was chosen as it is the first five (5) years of TETFund project interventions. The choice of the south west zone for the study is very important as the zone is regarded as one of the educational advantaged zone. Furthermore, the study was restricted solely to public universities i.e. the six (6) federal and seven (7) state universities in the south- west zone. The polytechnics and college of education were not considered for the study. In addition, only normal intervention projects for the period 2011 and 2015 were considered because the intervention guidelines were only for normal intervention projects. The period 2011 to 2015 covered the first five (5) years of TETFund Intervention. Special and High impact interventions were excluded because allocation and disbursement of funds depend on the decision of the Board of trustee and not on guidelines. Private universities are excluded because they receive nothing from TETFund.

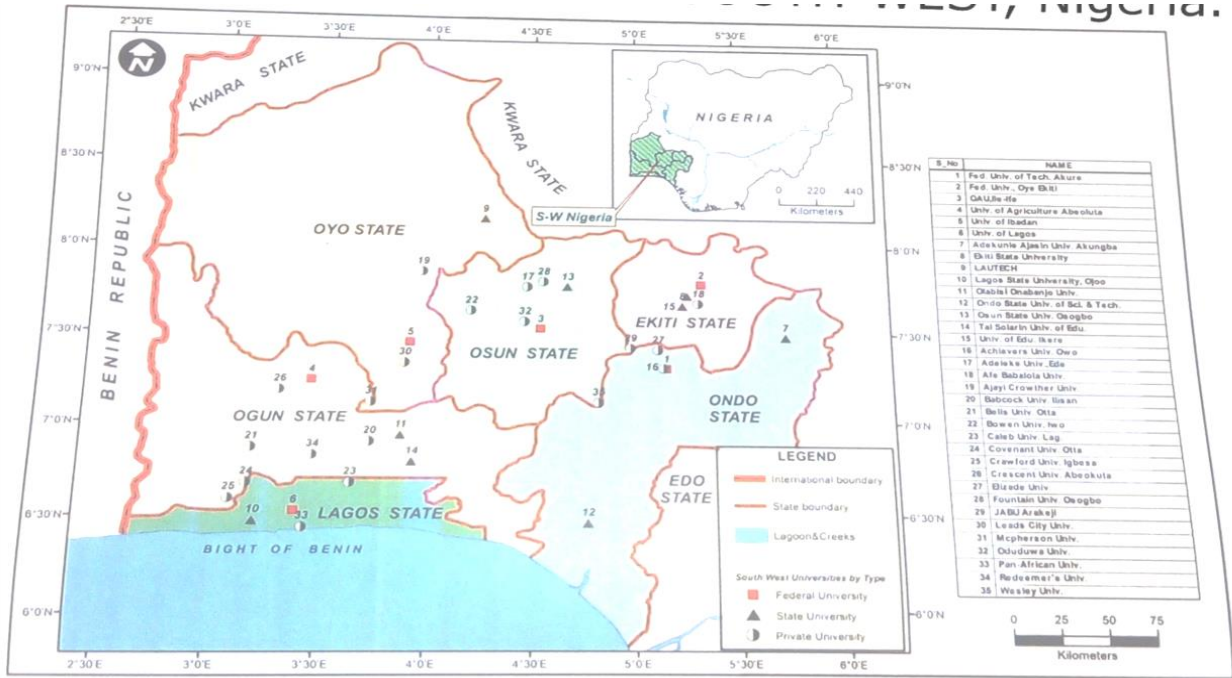


Fig 1.1 Map of South -west, Nigeria

1.7 Operational Definition of Terms

The following terms were used in the content of this study to mean:

Allocation: An amount given to individuals or institutions for a specific purpose. It refers to fund set aside by TETFund to each institution within a financial year (Intervention year) for execution of projects or procurement. Amount set aside is fifty percent (50%) amount due to higher institutions in an intervention year. It is synonymous with budget.

Assessable income: This is the amount expected to be paid by all companies to TETFund. It is the amount on which tax is to be imposed and payable to TETFund. Each company is expected to pay two percent of its assessable income to TETFund annually. It is the main source of revenue to TETFund.

Compliance: This refers to an organization meeting its legal obligations often to protect the health, safety and welfare of other. It is conformity with legal requirements. Compliance here means operations in strict adherence by higher institutions to TETFund guidelines.

Disbursement: Payment of money to individuals or organizations from large amount that has been collected for the purpose. It refers to release of money to tertiary institutions in line with the TETFund guidelines.

Fund accessed: This is the amount universities request to be released to them by TETFund. Fund are accessed in tranches of 50%, 35% and 15% for the first, second and third tranches respectively.

Horizontal allocation: This is the sharing of allocated funds within the same level of education e.g. allocation within university level or polytechnics or colleges of education. It means all universities will share 50% allocated to that level.

Implementation: This means carrying out activities as described in the work plan. It means higher institutions executing TETFund projects as originally submitted in the proposal.

Intervention: Deliberate involvement in influencing what is happening and prevents undesirable consequence. It is coming in of TETFund to provide funds that will help universities overcome financial difficulties and improve facilities.

Leakages: This refers to wastage of fund at any point from TETFund allocation level to the institutions and service delivery levels. It connotes amount not received or received but not used for intended purpose.

Rework: This implies altering to improve or update work done. In this context rework means an activity that is deemed to be changed to achieve original design. It connotes wastages.

Tertiary Institutions: This refers to Universities, Polytechnics and Colleges of Education. In this study, it is the Universities.

Timeliness: This is a measure of how quickly the disbursed funds reach the institutional and service provider level. It aims at determining any difference between the period stipulated by TETFund and time resources reached the institutions..

Utilisation: This is the use of fund for a purpose. It is the use of TETFund fund for the purpose of project execution by the institutions in line with the stated regulations.

Vertical allocation is allocation from TETFund to all strata of tertiary institutions i.e.to university, polytechnics and colleges of education.

Year of assessment: Year of assessment means the year in which a company tax liability is computed usually a year immediately after accounting year end of the company not considering commencement and cessation (penultimate year) rules where actual basis instead of preceding year basis may apply

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter is designed to provide information and background knowledge in line with the questions raised to pilot this study. Relevant literature relating to implementation, finance, accountability and compliance were reviewed under the following sub - headings:

2.1 Conceptual Review

2.1.1 Project Implementation

Implementation includes all methods utilised to carry out the tasks outlined in the project plan and fulfil the project prerequisite. When a plan is put into action, it becomes a reality. Implementation not only offers enough chances to see plans come to fruition, but it also enables beneficiaries to obtain better services and encourage others to follow their lead. However, steps must be taken to prevent the wasting of limited resources caused by unscrupulous procurement methods (escalating material costs, structural changes, usage of subpar materials). Poor financial planning should be avoided since it can result in budget constraints when things are put into action. The process of implementation involves organising men (people), materials (resources), money (finance) and machinery (equipment), as well as integrating and carrying out the project's activities in accordance with the project management plan to accomplish the targeted goal and prevent wastages brought on by potential rework or adjustments. Three main factors describe the performance of effective project implementation. They are resource or expense (cost), time, and scope. These qualities interact and depend on one another. Generally speaking, an equilateral triangle is the best way to describe the relationship. This merely indicates that the three qualities are equally significant. In figure 2.1, the relationship is depicted.

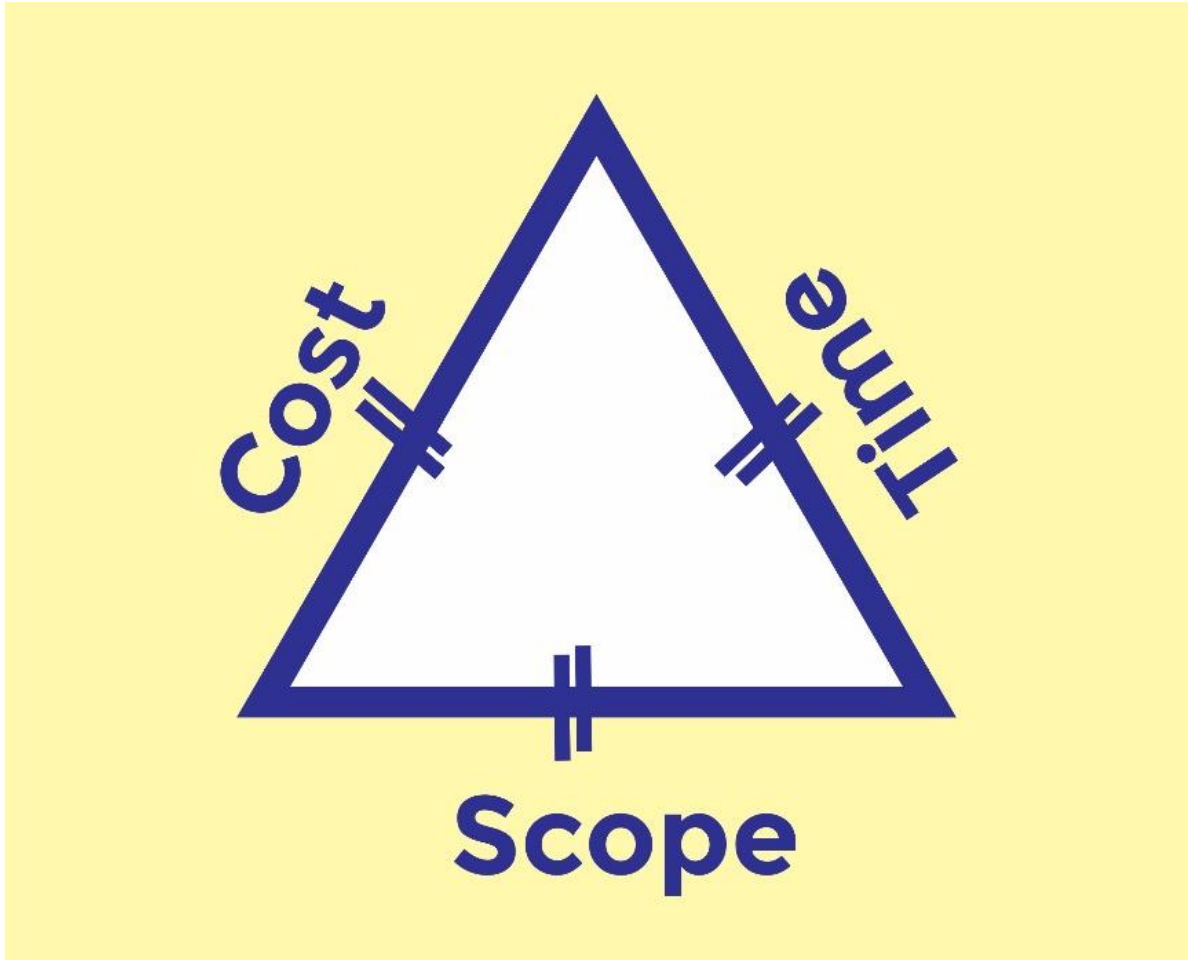


Fig 2.1: Interrelationship of Cost, Scope and Time of Project Implementation.

Source: Atkinson, (1999) <https://www.academia.edu>

It goes without saying that changing one of these traits would have an impact on the other. For instance, if the scope is increased, the project will take longer time to complete and will cost more money. The initial project scope determines all project plans, estimates, schedules, quality, and baseline. If the project's scope changes while it is being implemented, these parameters will be reviewed and revised. There is a straight path of causality. The scope and cost (expense) would need to be decreased as well if the time were to be cut. However, if time is extended, cost (pricing) and scope will change in accordance. In a similar vein, scope and time would be adjusted to account for any cost changes.

Costs can go beyond budget (overrun) for a variety of reasons. Design mistakes, scope changes, improper and insufficient procurement, project complexity, and post-execution phase are all possible. Francois, (2015) any attempt to fix the design fault during the implementation stage would result in cost overruns since the design error will cause incorrect application of techniques and methods to achieve the intended outcome. If estimates for the project are based entirely on incorrect designs due to omissions or misrepresentations, this will result in rework and the collection of new bills to fix the initial underestimation.

The accomplishment of the defined goals within the allotted time and budget would be necessary for the project to be completed successfully. Stakeholder satisfaction could be included as a separate element but it could be regarded as a crucial component of the project's scope, which outlines the requirements for how the project must be carried out. Therefore, the degree to which these three qualities (scope, time, and money) are met serves as a gauge of a project's performance. Mathematically, this is represented as $\text{Performance} = f. (\text{Scope}, \text{Cost}, \text{Time})$. This equilateral triangle is often known as the project's "Quality Triangle" in management literature.

The project's concentrated period of activity, during which the plans are put into action, is known as the implementation phase. Each activity is tracked, managed, and coordinated to meet project goals. Communication with stakeholders, progress reviews, cost and time monitoring, quality control, and change management are crucial tasks throughout this phase.

Implementation tracking entails identifying problems before they become major project risks, preventing problems from becoming more serious risks, anticipating what might happen in the future if current conditions persist, and gathering data required to record development effectiveness. According to Atkinson (1999), the issues of cost, project scope, time, and quality affect corporate efficiency and effectiveness, which also explains how projects succeed. According to Conboy (2010), Information System Development initiatives occasionally failed as a result of financial mismatches, such as budget, schedule overruns, subpar product quality, and insufficient user satisfaction. In a similar vein, Yeo (2002) and Standish Group (1995) found that just 16% of projects are completed on schedule and on budget. This suggests that an 84% completion rate will result in a budget deficit and longer completion times.

The successful distribution of available resources (funds) to the project under consideration can be used to assess implementation. The fund should be made available to the recipient of this allocation. The money is then promptly given to the recipient in order to finish the project as intended. It is anticipated that the money released would be used for its intended purpose properly. Fund diversion will make it difficult to carry out the project. Changes to the design and scope may increase costs and cause other wastes. Avoiding these is necessary.

It is evident that any alteration in one of these characteristics would affect the other. For instance, if the scope is enlarged, project would require more time for completion and the cost would also go up. All project plans, estimates, schedules, quality and base line depend on initial project scope. Any alteration in project scope during implementation will bring about reviews and revision of these parameters. It is a direct linear relationship. If there is a reduction in time, the scope and cost would also be required to be reduced. On the other hand, if time is elongated, cost and scope will vary accordingly. In the same vein, any amendment in cost would be reflected in scope and time.

2.1.2 Allocation of Fund

According to Ikeji (2011), funding allocation refers to how the money allotted to a particular layer of government is shared among its constituent parts as well as how the

money generated centrally by the Consolidated Revenue Fund is distributed among the various levels of government. Nigeria is a federal state that operates under the federal system of government. Federal, state, and local governments all share centrally generated revenue. This is what is meant by vertical allocation. The distribution of funds for a certain layer's horizontal allocation among its component units is shown. For instance, the 36 states receive the sum given to them. According to the principle of revenue sharing in a federal state, each level of government is given a financial resource allocation that is specifically suited to their needs as determined by the legislative competence mandate, their real circumstances, and statutory calculation indexes.

Due to the lack of agreement on what would be considered the optimal formula, deciding how much money should be divided between local government and state governments in Nigeria has always been a difficult decision. Obi (1998) asserts that the question of revenue allocation cuts to the core of the Nigerian federation's existence and the principle of entry and leave from the governing class. The equality principle was implemented by TETFund while dispersing resources in consideration of need, institution size, and age.

The TETFund's allocation strategy is based on the importance given to each of its programs. The amount collected or sent to the Board of Trustees in the year preceding determines how much of the TETFund will be allocated in each intervention year. As an illustration, the 2011 collection money was distributed to the 2012 ETF (preceding year basis) intervention year. The budget for the intervention year is thus represented by this allocation. The institutions must make the most of TETFund allocations by investing in initiatives that will have a long-term influence on their academic programs (ETF, 2003).

2.1.3 Fund accessibility

Once TETFund has given its permission or approval, the recipient institution has the right to collect the allocated funds. There are both general and specific requirements that must be met for the beneficiary to have access to the fund. The general requirement or policy states that the beneficiary institution must be public in nature, be governed by the National Universities Commission (NUC), National Board of

Technical Education (NBTE), or National Commission of College of Education (NCCE), established by Act of Parliament or Edict approved by the President or Governor, and must submit a formal application to TETFund to be listed as beneficiary. The specific requirements, on the other hand, are determined by the project's type, technical needs, age, eligibility for the first and second tranches, and institution- and library-based research. The fund is disbursed after the general and special requirements have been met.

While the tertiary institutions complained of insufficient funding, they were unable to access a sizable portion of the money the TETFund had given to them. According to Dayo (2014), one of the reasons why institutions requesting for the funds are unable to access them is due to insufficient documentation on their behalf. Access is hampered by delayed proposal paperwork. He continued by saying that institutional politics at the level of submission impede access. The difficulty of obtaining the financing was cited as the cause of low access (Eno-Abasi, 2015). He added that TETFund and the managers of the institutions should share the blame for the fund's failure to receive publicity. He asserted that institutional dynamics at the internal level prevent access to the fund. He argued that many tertiary institutions are unable to meet the requirements for receiving monies allotted to them despite the TETFund's accessible staffs training intervention.

Mahmood (2011), the TETFund's executive secretary, claimed during a workshop that after monies were distributed they were not used for two to three years by the beneficiaries. Consequently, there was accumulation of billions of Naira which were not made available to the beneficiaries. The Board of Trustees came to the conclusion that situation is not acceptable. The TETFund experts' study exposed deficiencies in the reporting and record-keeping practices of higher institutions. These include improper record keeping, theft, noncompliance with financial procedures, failure to maintain separate cash books, incorrect use of accounting codes, failure to maintain vote books, incorrect calculation of VAT and withholding tax, failure to maintain a fixed assets register, failure to attach pertinent documents to vouchers, and ambiguity regarding the application of VAT rules.

The institution level internal politics, in his opinion, are another barrier to accessing the fund. This suggests that institutional authority is hiding knowledge. Therefore, in order for academic staff and institutions' management to access the amount designated for them, they must work toward timely and successful completion of proposals.

2.1.4 Funds disbursement: The procedures followed for fund disbursement to beneficiaries are as shown in the figure 2.2

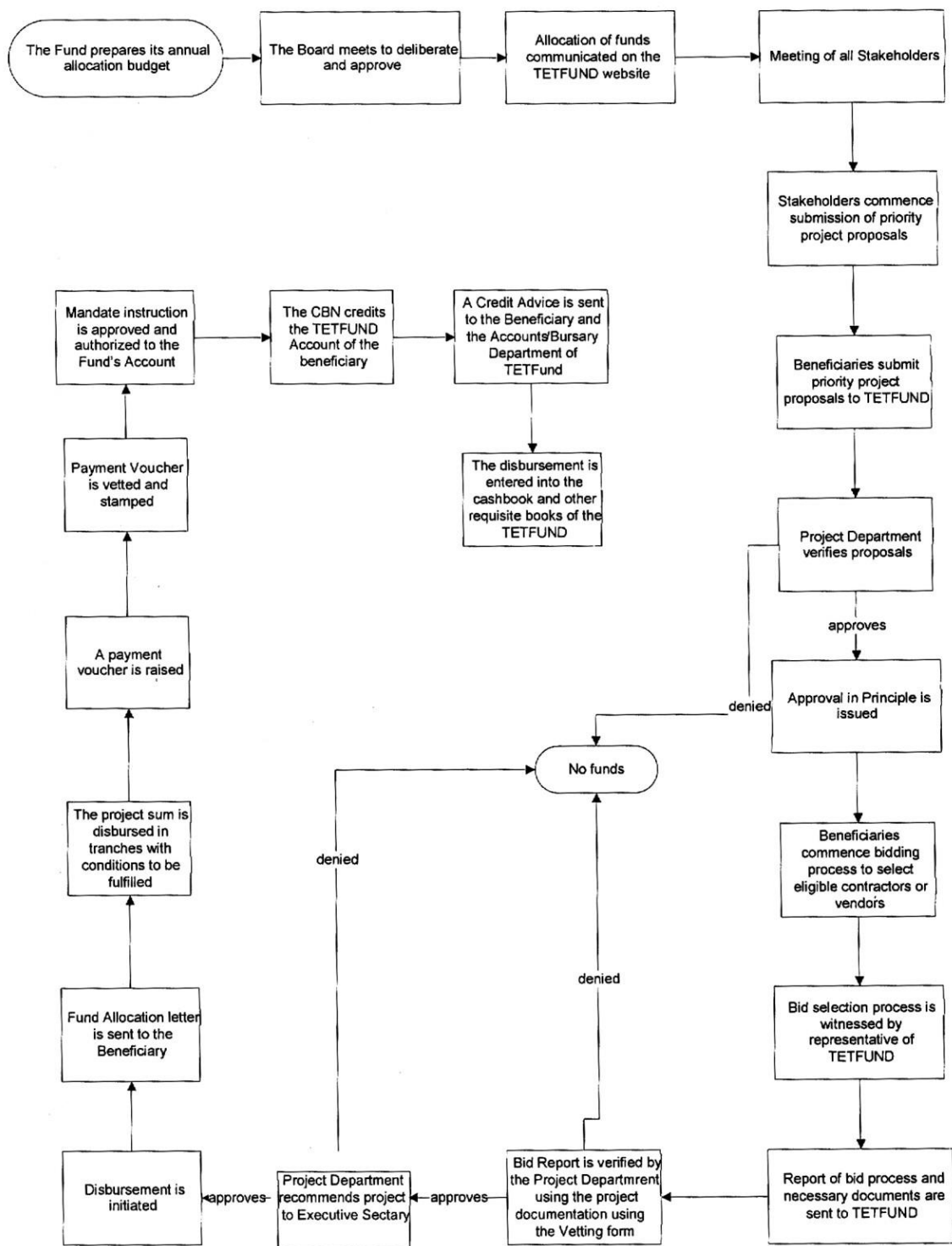


Fig 2.2: Disbursement Process of Fund to Beneficiary Institution

Source: Nigeria Extractive Industries Transparent Initiative (October 2013)

Based on the amount of Fund received in the year prior, the Fund creates an annual allocation budget. Previously, the Fund was divided as follows: 50% went to higher education (universities, polytechnic institutes, and colleges of education); 30% went to primary education; and 20% went to secondary education. The new TETFund Act, which went into effect in June 2011, places a 50% cap on universities, a 25% cap on polytechnics, and a 25% cap on colleges of education. Primary and secondary schooling are so excluded. Any sum allocated is divided equally among each category of higher education institution.

The fund is budgeted specifically for the development of works and prototypes, staff training and academic conferences, a system of libraries at various educational levels, the purchase and maintenance of research equipment, the development of higher education books, redressing any imbalance in the enrolment tax mix as between higher educational institutions, and the implementation of a nine-year compulsory education program (in the past). The Universal Basic Education Commission (UBEC) and State Universal Basic Education Board are now in charge of the nine-year obligatory education (SUBEB). The proposed annual budget is approved by the Board of Trustees after discussion. The first phase is the direct written communication of the allocation of funds to the beneficiary institutions. This is also communicated to the general public on the TETFund website.

The second phase involves inviting all beneficiaries from educational institutions run by the federal and state governments to a conference to discuss and approve the annual budget. The meeting is taking place in various zones. The recipients are informed of the allocations for the year's various components of the intervention fund during the meeting. The stakeholders must start submitting priority project suggestions in the third step.

The TETFund requests that the beneficiary institutions submit priority projects. The Projects Management Department then evaluates the proposals. The project department at this node has the authority to accept or reject a proposal. No further processing or money can be provided if the proposal is rejected. However, each beneficiary institution receives an Approval-in-Principle once the project has been accepted by the Project department/Executive Secretary (ES). This gives the

institution the go-ahead to start the bidding procedure. The recipient institution starts the bidding process to choose qualified vendors or contractors in the fourth step.

A representative of the Fund is dispatched to attend and monitor the bid selection procedure in order to maintain openness. The representative provides the Fund with a report on his findings. The beneficiary institution sends the Fund the report of the bid selection process with the required attachments, and the Project Management Department will verify it. Utilising a standard documented vetting form, the verification is conducted. Cover letters, executive summaries, proposal designs, drawings, or detailed project descriptions, pro forma invoices, prices, bills of quantities, evidence of advertising, evidence of contractor prequalification, minutes of tender board meetings, manufacturer catalogs and specifications, and sample photos are among the documents that must be certified.

After a thorough review, the project department recommends the project(s) to the Executive Secretary (ES) for approval. After ES approves the proposal, the fund disbursement process starts at this point. Through a letter outlining the criteria for the release of the allocation, the Board notifies the institution that the Fund allocation has been approved. For projects that are contract-oriented, an upfront payment equal to around 50% of the overall contract amount is made. As soon as the original 50% is successfully used, a second tranche of 35% is distributed, followed by a final tranche of 15%. The beneficiary institutions are required to keep a separate bank account for fund disbursements alone, into which all released funds must be paid.

After receiving consent and authority from the signatories (A and B) to the Fund account, the Central Bank of Nigeria is instructed to credit the recipient institution's TETFund account directly. Before the invention of electronic payments, a crossed check was written out and made payable to the beneficiary's bank account for the TETFund project. To alert the recipient institutions of the transfer through the bank, Credit Advice must be given right away. The institution's name and the project account number must be written on checks for TETFund distribution to the beneficiary institution.

The Finance Department is currently given the authority to create a payment voucher for an upcoming distribution. Assistant Director (manager account) or Assistant Manager must approve the payment voucher. The Internal Audit Department inspects and approves the payment voucher before stamping it as PASSED. The beneficiary institutions are required to keep a bank account specifically for the fund disbursements, into which all released funds must be paid.

After receiving approval and consent from the signatories (A and B) to the Fund account, the Central Bank of Nigeria is mandated to credit directly the TETFund account of the recipient institution. Before the invention of electronic payments, a crossed check was written out and made payable to the beneficiary's (ETF) TETFund project account in the bank. An immediate Credit Advice must be given to the beneficiary institutions informing them of the bank transfer. The beneficiary institution's name and the TETFund project account must be put on checks for TETFund payout to the institutions. Beneficiary institutions are not permitted to write the institution's name alone without including TETFund Project Account. It cannot be done in the name or designation of any institution official or under the name of another person, corporate or not.

The beneficiary institution's TETFund Project Accounts must only be used for TETFund Project Fund. There may be no withdrawal from or deposit into the project accounts for any other use without the express consent of the TETFund Board of Trustees. A credit advice or a cheque from the beneficiary institution bank account that is restrictedly crossed to the TETFund Project Account must be forwarded by the accounting officer to the accounts department or bursary. This is immediately recorded in the register for cheques or credit advice received. The department's sub-Accounting Officer is responsible for seeing that the cheques or credit advice is quickly recorded in the cashbook and any other pertinent books. In the order that the payments are received, a receipt voucher must accompany the entry. The officer in charge of the vote book accurately record in both the cashbook and vote book and thereafter stamped it.

The cashier prepares the designated bank teller within 24 hours of receiving such checks, attaches the checks to the receipt voucher, and requests prompt clearance for the deposit to the authorized TETFund Project bank account. When a deposit is made,

the original copy of the receipt voucher is attached to a copy of the bank teller that is kept in a file kept for that purpose by the sub-Accounting Officer and must be stamped RECEIVED by the bank with the date, time, and signature of the bank officer clearly visible on the teller.

Retirement information regarding the use of the first 50% tranche of the payout is given to the Fund for verification once the initial tranche has been fully utilized. The Project Management Department gives a Project Progress Certificate based on the retirement information. Internal Audit issues a Clearance Certificate when the Audit department has reviewed the retirement information satisfactorily. The subsequent disbursement follows the same payment procedures as the original tranche disbursement once the initial tranche has been paid in full. Before the last tranche is paid out, the Fund makes sure the project is properly and fully branded with its name, TETFund, and the year of investment.

The aforementioned steps show that funding allocation for the intervention year has already taken place before project applications have been submitted by the beneficiary institutions. Therefore, the beneficiary institutions must adapt their bids to match the TETFund's budget. In addition to being inadequate, late, or having bad documentation, failure to do this may be the reason for rejection. Therefore, benevolent institutions must accept what is offered but not what is required.

2.2 Empirical Review

2.2.1 Fund Utilisation and Resource Leakage

The study tracks the flow of TETFund intervention funds distributed to universities as they are allocated, accessed, dispersed, and used. Additionally, due to the capture of monies along the bureaucratic ladder, there are several failures as a result of bureaucratic approaches to service provision (Reinikka and Svensson, 2004a). So much inquiry has been drawn to this failing. In Uganda, a 1996 public expenditure tracking survey found that out of the funds provided in the centre only a small portion of the funds reached the school level (service delivery point). In reality, it was discovered that over the course of five years, just 13% of all non-wage spending really made it to the school (1991-1995). This means that from the ladder's top down when it comes to (allocation, accessing, disbursement, and utilisation), funds

gradually decrease until just a small portion of them are used by service providers. This is demonstrated in figure 2.1.

According to Ritva et al. (2004), there is a chance that leakage of supplies, money, materials or equipment, could occur at any points of the service supply chain. Additionally, the creation of bogus ghost workers could allow pay costs to slip.

The implementation of projects or the provision of services is fraught with issues. The most frequent resource leakage is on a large scale. Jeppson (2001) found that while there was no evidence of increased spending in other sectors, 87% of the funds were taken by local officials for non-educational uses. The majority of schools got no funds at all. According to annual data, just 10% of the schools received more than 50% of the projected revenues, while 73% of the schools only received less than 5%. According to Reinikka and Svensson (2001), only 22% of Uganda's central government's capitation grant made it to the country's schools in 1995. This number served as a startling confirmation of early concerns that the financial connection was in trouble. However, a significant improvement was seen as a result of a public awareness effort in 1995. Capture has decreased from an average of 78% in 1998 to 18% in 2001, despite the fact that schools generally still do not receive the entire award (albeit there are delays).

Leakages are directly influenced by political decisions and policies. According to Thomas (1998, 1999), there is a concentration of power at a lower level of governance in the hands of a small group of elites who are connected via shared experiences like education, marriage, and other life events, friendship, ethnic or religious affinity. Maintaining public finances encourages a patronage political system where clients receive tangible rewards for their political allegiance and connections. He observed that politicians and district officials, influential locals met together to decide how the funds should be used the day actual cash arrived.

Resource leakage manifests in difference form including rule-based and discretionary spending. The amount of resource allocation discretion used determines the degree of leakage. This view was expressed by Reinikka and Svensson (2001), Das et al (2004a), and Lindelow (2006). When a political administrative entity has significant discretionary authority but subpar oversight and incentives, Leakages have a longer

history. Das et al. (2004a) observed that the degree of leakage in Zambia was approximately 10% as opposed to more than 76% for discretionary funding in rule-based financing (per school grants) In a similar vein, substantial leakage occurred in Uganda in 1990 despite a set allocation rule as a result of inadequate information flow. Inadequate information flow affects other developing nations like Ghana, Tanzania, Uganda, and Zambia, where non-wage spending in form of intergovernmental transfers is subject to greater leakage than salary spending. It is possible for local officials and politicians to restrict distribution or offer less non-wage items to health centers or schools using their influence, according to Reinikka and Svensson (2004) knowledge advantage. The reason for this is that it would garner little to no notice. With salary expenses, this is not viable because not paying teachers or health personnel would draw attention from the public because they are aware of their outstanding debts. According to Baffa (2017), grants so far released are enough for institutions to set up world-class libraries but he noted a situation where a book that cost only ₦1,500,00 was said to have been procured at ₦150,000.00. This cost escalation.

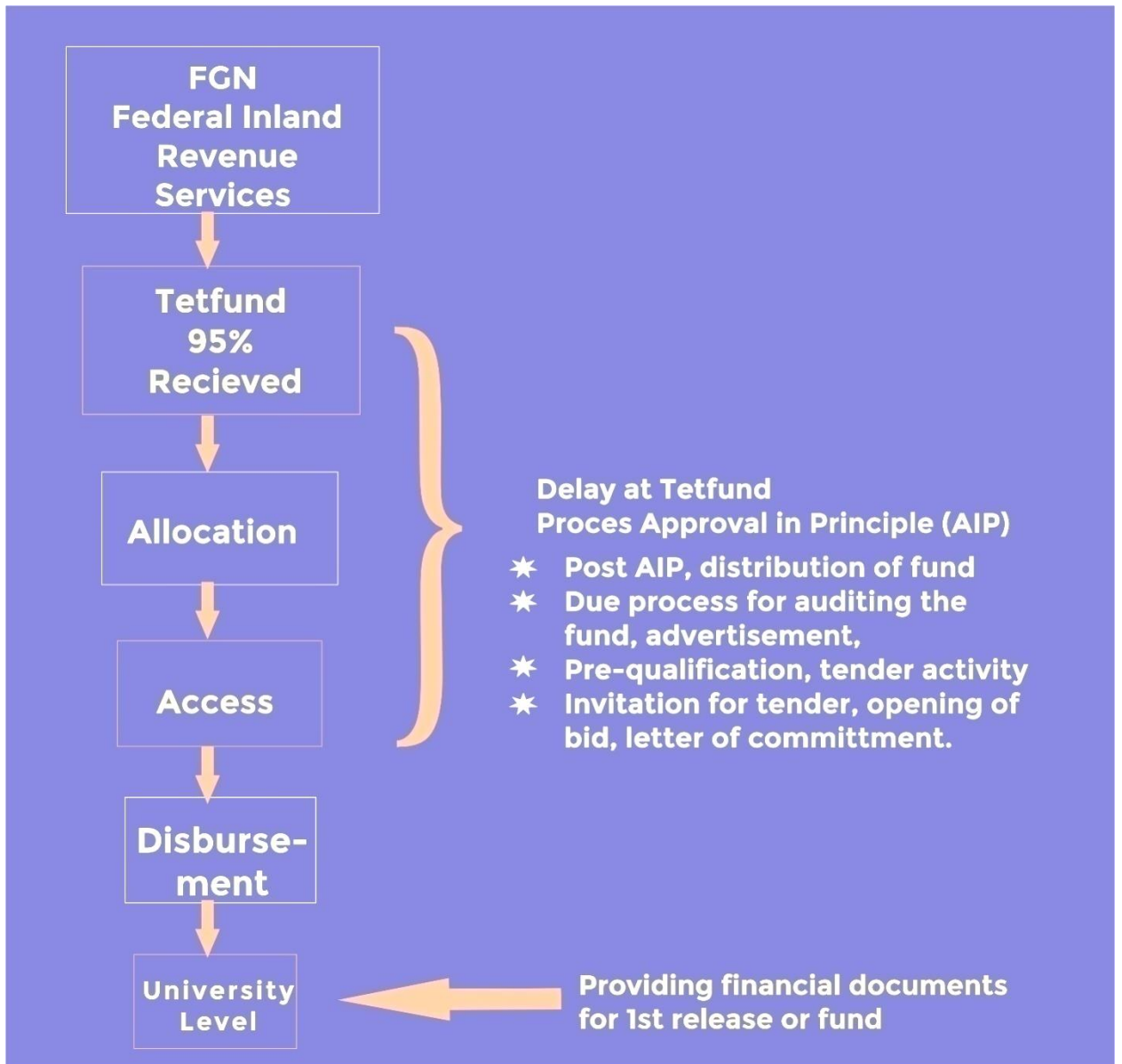


Fig 2.3: Gradual Drop of Fund Flow Showing the Effect of Possible Leakages.

Sources: Adapted from – Babalola, Turkur and Nzeribe (2007)

It is possible for local officials and politicians to restrict distribution or offer less non-wage items to health centers or schools using their influence, according to Reinikka and Svensson (2004). The reason for this is that it would garner little to no notice. With salary expenses, this is not viable because not paying teachers or health personnel would draw attention from the public because they are aware of their outstanding debts.

The portion of resources allocated for a purpose but not received by the frontline service provider is known as leakage. In the tracking surveys, there are two main definitions of this. Ablo and Reinikka (1998) presented the first, original, or "strict" definition of leakage for rule-based expenditure. This has to do with shares that were not received in accordance with the anticipated (set rule) entitlement.

Strict leakage is equivalent to resources received by the facility less resource intended for the facility. 'Narrow leakage' on the other hand could be explained as 'resources received by the facility and distributed to higher level personnel. According to Lindelow (2006), this is the leakage measure that reacts in the share of resources sent at one level but not received by the another level, particularly the facility level but it is necessary for non-fixed or flexible allocation rules flows (discretionary financing).

Numerous public expenditure tracking surveys have acknowledged a significant leakage. In Tanzania and Ghana, leakages on non-wage education expenditure reached 57% and 49%, respectively, in the 1990s. Leakage in the health sector increased to 80% in Ghana. These high rates of non-wage expenditure leakages could have devastating effects on the type of public service delivery, according to Reinikka and Svensson (2006a). When funds for supplies of medical and non-medical goods, books, and other educational materials failed to reach health centers or schools recorded 50% in Ghana, 87% in Uganda, and 99% in Chad, leakage preventive measure becomes a top priority..

Leakages can happen at every level of governance, albeit they could be more noticeable there (Reinikka and Svensson, 2003). For instance leakages occurred at the central government level in Chad and Ghana but substantial leakages happened at the local government level in Mozambique, Rwanda, Senegal, Uganda, and Tanzania.,

Once more, leakages where in-kind transfers are involved are generally well established. Following several tiny goods is typically more difficult than following fewer cash transfers (Ye and Conagarajah, 2001), and (Lindelov, 2006) If not for cost inflation, the monies made available for institution library upgrades would be sufficient to elevate them to the level of world-class libraries. According to Baffa (2017), the funding that have been given out are sufficient for colleges to set up world-class libraries, but the way that institutions were wasting public money was by spending N150 000 on a book that should have cost N1, 500.00. The leaking point is the special intervention fund. Baffa (2017) reported that only N50 billion of the Special Intervention fund's money was lawfully released when it was diverted to another use. Buhari left it out of the 2016 budget for that reason. According to a statement attributed to Baffa, Alex (2018) reported that the basic goal of forming the agency—to interfere in particular sectors related investments and financing—was pushed to the side. For instance, the yearly direct distribution for the year 2015 was just 20% of the overall allocation for that year, whereas the discretionary Special intervention was allocated 80% of the total for that year. It was a fake recipe. He claimed that corruption was a feature of the agency.

2.2.2 Model of flow of TETFund Intervention to Higher Institutions.

When it comes to the allocation, access, disbursement, and utilisation of money, TETFund and institutions of higher education are typically the key players. The example of their particular responsibilities is as shown below.

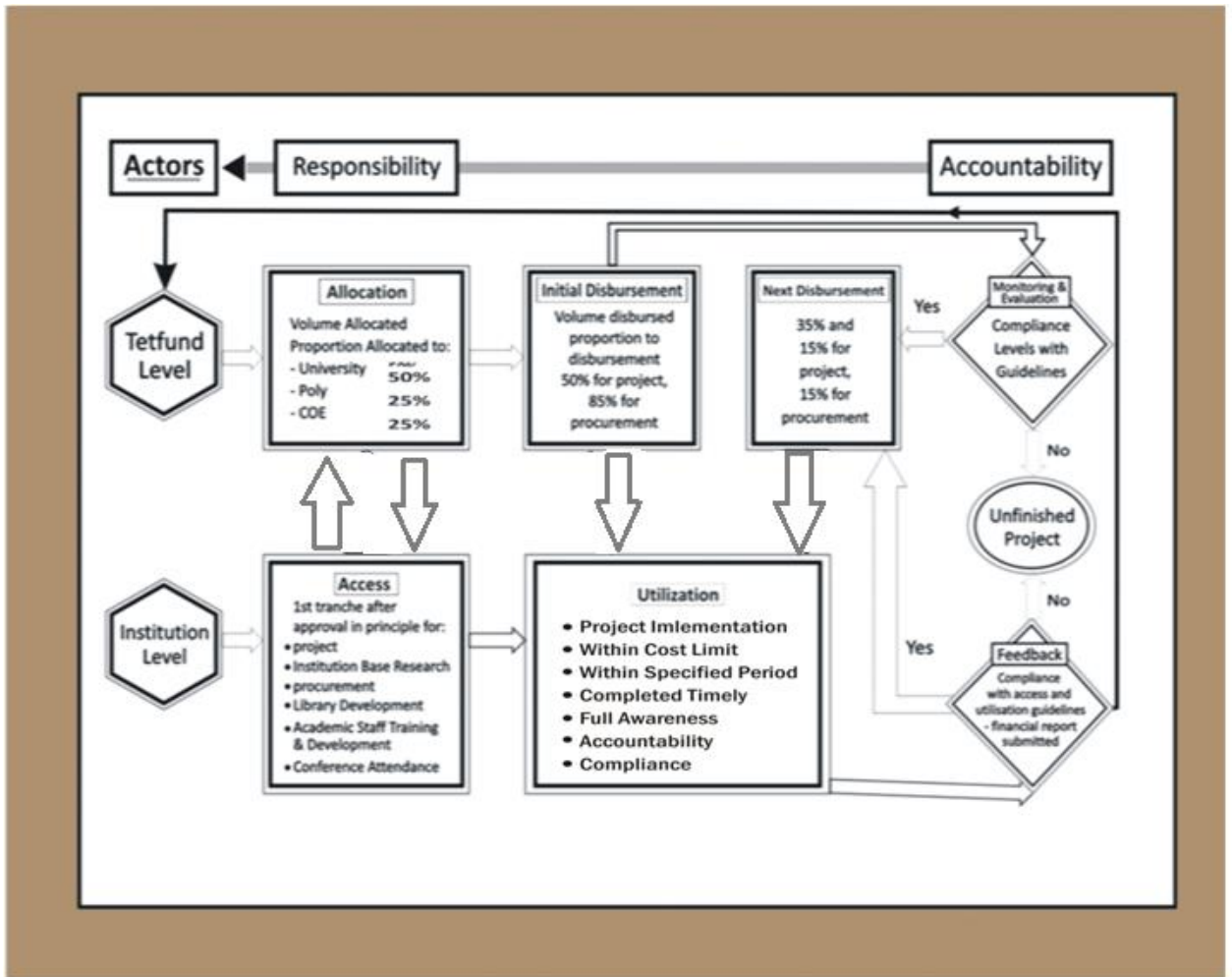


Fig 2.4: Model of flow of TETFund Intervention to Higher Institutions.

Source: Researcher (2023)

The model illustrates how the two actors—TETFund and recipient institutions—share accountability. The TETFund distributes, disburses, and tracks institutions' adherence to access and utilisation policies. The amount collected the year before serves as the foundation for the current intervention year's distribution to public higher education institutions, both federal and state-run. According to a predetermined ratio (2:1:1), the money is distributed among universities, polytechnics, and colleges of education. This is for regular intervention, whereas special and high impact interventions are at the board of trustees of the TETFund's sole discretion.

Accessing, using, and providing feedback to TETFund for funds received is the duty of the beneficiary higher education institutions. Only after receiving approval in principle may funds be accessed. Following the successful conclusion of the required procedures in accordance with the 2007 Procurement Act, approval in principle may be granted. The kind and type of the program have a significant impact on the specific requirements before obtaining funds. Before the final tranche of a project may be disbursed, all previous year interventions must be finished. The project must be in line with the institution's primary mission and also financially justifiable. Additionally, the way the vendor's due process was handled was satisfactory. For procurement-related interventions, an inventory of the item to be purchased with the quantity, unit price, and total cost is required. Three different submissions are required for academic programs, and they must be made no later than two months before the start date. For approval, an executive summary, a timetable, and a main researcher profile are required for Institution Based Research (IBR). Every lecturer is qualified. Academic staff development must be supported by nomination from the recipient institution, a nomination form that has been fully signed, an admission letter for the current academic year, and curriculum vitae.

An institution can access funds by meeting certain prerequisites, and the TETFund will issue the first tranche based on that. The initial disbursement needs to be used wisely and accounted for. Since costs are constant, institutions must make efficient use of their funding. This means that the institution must function within the allotted budget and time frame.

However, TETFund would at its level undertake a compliance investigation on the utilisation of the first fund released before the release of the second and third tranches. Every institution that TETFund monitoring officials find to have complied with the guidelines, financial report, and satisfactory report will be eligible for the second and third tranche(s), as applicable. Therefore, either 35% or 15% will be distributed. This gives the TETFund a field report that can be utilized to make decisions. At the institutional level, when institutions are required to submit financial statements, bank reconciliation statements, and other reports on fund usage, the same is true. This gives TETFund comments. Any institution shall not be permitted to access the second and third tranches, if appropriate, if it does not adhere to the access and utilisation rules or fails to provide a financial report. This results in an incomplete project since access to more resources is impeded. The institution will have access to the second and third tranches if the released monies are used properly and the monitoring officers provide positive field reports.

Accountability is essential. This is the degree to which the TETFund and beneficiary institutions can carry out their respective duties in accordance with the rules. The TETFund holds institutions liable for the funds they receive. It is anticipated that TETFund will act impartially while adhering to the norms of allocation and payment.

2.2.3 Timing of release of fund and timeliness of project status report.

Delays are the interval of time between a donor's (TETFund) commitment that they would provide financial assistance to an institution and the interval of time at which the institution actually receives the funds. According to Niang (2006), a project's cost was positively correlated with how long it took to make the first disbursement. The initial payment may be a crucial factor in the success of a project's implementation and may have a negative impact on the project's performance, according to Gohou and Soumare (2010). When discussing the project portfolio of the African Development Bank, they pointed out that it took about 720 days between the board's acceptance of an investment proposal and the first disbursement (2years). According to Anne (2017), delays in government funding payments to Kenyan schools disrupted all of the educational activities, which ultimately had an impact on the class schedule. He said that the kids' academic performance suffered as a result of the delayed start of teaching and learning, which resulted in inadequate coverage of the curriculum.

According to Kipkoech and Kyalo (2010), there were delays in the government's distribution of funding to public schools. Mikiko (2011) reported delays in the delivery of funds to the schools and expressed a similar opinion. Orutu (2012) noted that some schools did not get all of the funding, and that there were delays in the disbursement of funds.

It is impossible to overstate the significance of the timing of funding delivery in this study since issues with delays and bottlenecks in resource allocation through public administration would directly affect frontline service providers. Prices will increase above market price when fund disbursements are postponed. The official noted that the contract price is higher than the market price simply because the purchases are made on credit and payment takes a long time in the World Bank's 2005 report on Cambodia (month and even more than a year). Two significant factors might be in charge of this outcome. They are (i) the difference in exchange rates when buying products from abroad and (ii) the interest charges incurred from late payments. The value of money will directly depend on when the funds are released. Time worth of money must be taken into account when making an investment decision. Olowe (2008) asserts that the price of time does not remain constant across time. Due to the time value of money, a naira held today is not equivalent to one that is anticipated at some point in the future. Future inflation will lessen the purchasing power of money. Therefore, even if we are sure we will get it later, it is preferable to get a naira now than the same amount later.

The time of the TETFund's fund release is crucial since an early release will have a greater impact than a late release. Investigating the timing and magnitude of payments in relation to the demands of the (institution) schools throughout the year is crucial from the standpoint of resource flow efficiency. Inefficient use of school funds and greater costs of delivering education services would arise if payments are not made on time at the beginning of the school year, are released frequently but infrequently, are a small size compared to the demands of the school, or are unexpected. If information on the status of the project is not made available in a timely manner, that will also be an issue. Real-time access to project status information is necessary. Delays in information can increase project costs and duration.

2.2.4 Nigerian Education Finance

In the past, school fees, grants from various governments, levies by cultural organizations, and various forms of voluntary donations from parents and guardians have all been used to fund education in Nigeria (Adesua, 1981). According to Igwe (1990:231), the public sector, education consumers, and self-generated income are the three traditional sources of funding for educational services. Education financing comes from a variety of sources, including: From 1993 to April 2002, the federal government received 48.5% of total revenues from nationally collected sources, followed by 24% for state and local governments, 20% for private education resource users, and 7.5% for special funds (Olagboye 2004)

Nigeria's expenditure on education accounted for 5.0% of the country's gross national product in 1969., (Adesina, 1980). According to Ndagi (in Mbipom, 2000), federal government spending on education increased from N20.19 million in the 1967–1968 academic year to N867.36 million in the 1977–1978 academic year.

Education received N 77.8 million out of N 2.0 billion in gross public sector investment, second only to transportation in the second national development plan. Education used N3.2 billion (12%) of the overall public sector expenditure during the Third Plan (1975–1980), (Mbiom, 2000). The amount allocated to education during the Fourth Plan period (1981–1985) was N7.7 billion, or around 10.6% of the federation's yearly budget. Mbiom(2000) notes that despite receiving the greatest portion of annual budget, education still lacks enough funding due to high enrolment rates and expensive equipment. Government education financing has been insufficient. Toboho (2000).He emphasized that one of the major factors contributing to the poor quality of education being provided at all levels has been insufficient funding for education. According to Bamiro and Adedeji (2010), universities' capacities to carry out their traditional tasks of teaching and research effectively and efficiently has been hampered by a drop in financing. With the exception of 2008, when 100% and more of the funds allocated for education were distributed, the amount actually disbursed is considerably poorer.

In comparison to other nations in the world, the budgetary allocation for education is insufficient. Nigeria placed 20th out of 20 countries in terms of the amount of funding allocated to education in both Africa and outside of Africa, with only 8% of its total budget going toward education, while smaller nations like Ghana (31% of its total budget) and Cote d'Ivoire (30%) took first and second place, respectively (see Table7). This indicates how important the education sector is. According to Matthew (2016), there was a perception that funding for education was a waste because a sizable portion of it would not be recovered, in contrast to other economic sectors. However, the government has been heavily funding the defense industry, while education, which is meant to be given top priority, is pushed to the background.

Matthew (2016) also pointed out that political meddling has an impact on funding for education. He remembered that the politics of decision-making in regard to the allocation is a crucial issue in the budgetary allocation to education by the three levels of government in Nigeria. This point of view was shared by Nadine (1999). He claimed that political predisposition is one of the key factors influencing the direction of allocation. To put it another way, Nwagwu (2015) claimed that formula for financing of education is a product of political considerations and manipulations because budgetary allocation at all levels of government in Nigeria is a function of political philosophy and party platform of the ruling political party. Due to the fact that there are so many political parties in Nigeria nowadays that manifesto, but while belonging to the same party, each state's governor makes decisions that are unique to his state. However, the government has been heavily funding the defence industry, while the declared top goal of education is financially unstable.

The Nigerian Tribune noted the decrease in federal government funding for the education sector in April 2007. It noted that the Federal Government cut its budgetary contribution to education by 5% over the last five years despite the constant rise in university needs. It drew reference to 2003, when the government allotted 15% to education but purposefully cut it to 10% in 2007.

Agha and Udu (2019) linked the issue of inadequate finance, which had caused much conflict between the Academic Staff Union of Universities and the government, to the low quality of research output. As a mark of low importance given to research and development Saint, Harnett, and Strassner (2013) pointed out that the government of

Nigeria spent a meagre 1.3% of its budget on research. Okebukola (2002) noted that even when money is available for research, getting access to it can be difficult.

Although the amount given for education is pitifully insufficient, weak accountability and widespread corruption prevent the proper use of the funds that are available. President Buhari has made the battle against corruption in Nigeria one of his top priorities, arguing that if corruption is not eradicated, Nigeria will die because to corruption. Different actors in the educational system may divert or misappropriate funds intended for education without being held accountable.

Several stakeholders have stressed the need to increase funding for the education sector, Ruqqayatu (2010), said that focus should be on the effective use of available resources. In particular, she pointed out that the delivery of basic education in Nigeria has suffered from a lack of accountability and transparency in the social service delivery system as a whole. In the similar spirit, Mustapha (2007) claimed that the TETFund allocation's beneficiary institutions had the competence to effectively utilize the fund to spur national and human development because 42.72% of the assigned funds were not accessed between 1999 and 2006 years of intervention. The issue of inadequate funding will be less important if the limited monies are fairly distributed and used in these institutions to meet conflicting needs. According to Mahmood (2011), misappropriation of funds is a significant problem for Nigerian education policies since institutions divert from the main goals and want to spend the money on other things.

Although it is apparent that education is underfunded, if resources are used inefficiently and this is not taken seriously, universities will not be able to fulfil their objectives of teaching, research, and community development. According to fundamental economic theory, resources are limited while wants are numerous. It suggests ranking wants according to preference in order to manage resources effectively. Therefore, it is impossible for the resources that are currently available to completely satisfy all needs. Instead, they should be applied to the most important problems first. This is the fundamental idea behind zero-based budgeting, where every expenditure or expense must be justified prior to receiving funding. Lipsey (1980), expressed concern on the insufficient of a country resources to generate the quantities of goods and services required to meet the needs of all of its residents. If

this claim is accurate, then efforts should be made to make wise use of the resources at hand.

Where there is poor administration, there will never be enough money for real development, and donor organizations will struggle to provide their resources. At a workshop, the director of the MacArthur Foundation asserted that international donors are unable to assist Nigeria with its educational needs because of the nation's issues with accountability, transparency, waste, and economic instability. This is supported by the MacArthur Foundation's disbursement of N820 million since 2000 to boost education in Nigeria, however the Foundation thought it was absurd that Nigeria could not account for the funds.

In response to claims that there are inadequate funds for education, the Education Trust Fund (ETF), was created by Decree No. 7 of 1993 to provide a supplementary source of funding. The Education Trust Fund collects 2% of the company's adjusted profit and distribute it to local government, state and federal institutions covering primary, secondary and tertiary institutions. The company's reported net profit after deducting permissible expenses is known as the assessable profit, as demonstrated below:

Table 2.1: Computation of Education Tax

	N	N
Net profit/Loss as per account 31/12/1995		246,500
Add: disallowable expenses:		
Depreciation	248,500	
Rent	50,000	
Donation	14,700	
Loss on sale of fixed assets	<u>15,300</u>	
		575,000
Less		
Dividend income		<u>(60,000)</u>
Adjusted profit		<u>515,000</u>
Education tax 2% of N515,000 =	10,300	

Source: Seyi Ojo (2003)

2.2.5 Historical antecedents of Tertiary Education Trust Fund (TETFund)

According to TETFund, there has been a dramatic decline in all levels of education since 1980. Facilities had nearly disintegrated, and morale among professors and teachers was at an all-time low. There was no supportive environment for learning and teaching. Aware of the problem, President Ibrahim Babangida's administration took action to stop the rot. Following the recommendations of the 1959 Lord Ashby Commission, the Federal Government established the Gray Longe Commission in December 1990 to assess higher education in Nigeria following independence.

According to TETFund, the Longe Commission recommended payment of an earmarked tax by corporations doing business in Nigeria to support higher education. For the purpose of implementation of those recommendations provided for in Gray Longe commission report, an implementation committee was established under the direction of Professor Olu Akinkugbe. The Federal Government and ASUU also agreed to a funding arrangement for universities on September 3, 1992.

The Education Tax Act No. 7 of 1993, in addition to other decrees relating to education, was promulgated in January 1993. The decree made it mandatory for all businesses in Nigeria to pay a 2% tax on their assessable profits. This provided domestic answer to problems of funding to repair deteriorating infrastructure, revive the glory of education, boost trust in the institution, expand the lecturers' and teachers' capacities and design prototypes including reinforcing advances made there.

Due to flaws and difficulties in running the Education Trust Fund, the Act that established it (ETF) was abolished and replaced by Tertiary Education Trust Fund Act in May 2011. Three main reasons led to that action. The ETF could only provide palliative support for Nigeria's public educational institutions because it was overworked and stretched thin. Additionally, there were overlaps in the roles and mandates of other organizations established after the ETF, such as the Millennium Development Goal and Universal Basic Education (UBE) (MDG). The corrosion, rot, and dilapidation of infrastructure in tertiary education also persisted as an annoyance due to the uneven distribution of finances.

2.2.6 General Guidelines and Conditions for Accessing TETFund Intervention Funds

Conditions that must be satisfied before any public higher education institutions (federal and state) can access the funds assigned to them as well as instructions for the release are provided by TETFund (TETFund 2014). It is mandatory for each beneficiary to comply with the enabling Act in order to be eligible as a beneficiary of the Fund on the one hand and meeting the conditions for accessing the intervention funds on the other hand has detailed out in the general and specific guidelines to each area considered for intervention once enlisted as a beneficiary. For each TETFund intervention area, there are both general and specialized recommendations. The policy outlines a 2:1:1 fund distribution formula for universities, polytechnics, and institutions of education. Additionally, it stipulates that the fund may only be used for public (federal or state) purposes. For regular projects, the fund should be distributed as 50%, 35%, and 15% for the first, second, and third tranches, respectively, but 85% and 15% for purchases in the first and second tranches for procurement.

According to the guidelines, the fund's primary source of income is the 2% education tax collected on assessable profits of registered companies in Nigeria. The Federal Inland Revenue Services collects the tax on behalf of the Fund.

The Board of Trustees has determined that the following areas of intervention are critical and essential: the provision of physical infrastructure for teaching and learning; the provision of instructional materials and equipment; research, book development and publication (journals and books); academic staff training and development; and any other need for maintaining standards and raising quality in educational institutions. At accordance with established policies, the Board of Trustees (BOT) of the fund is statutorily tasked with managing, administering, and disbursing this money to beneficiaries enrolled in public tertiary institutions. On one hand, it lays out the specific standards that must be completed in order to be eligible as a beneficiary of the fund, and on the other, it lays out the conditions for accessing the intervention funds after being accepted as a beneficiary institution.

An institution must be enlisted by the TETFund to be eligible for intervention funds. The following conditions must be satisfied for an institution to be named a TETFund beneficiary. It must be a public tertiary institution that is a federal or state university, polytechnic, or college of education (COE); it must be acknowledged by the proper regulatory body, such as the NUC, NBTE, or NCCE, as the case may be, and evidence of this acknowledgment must be available for citation from both the institution and the regulatory body; and it must have been established by a law passed by parliament or a decree issued by the state house of assembly that was approved and published. TETFund will recommend that an institution be listed as a beneficiary to the Board of Trustees after confirming that academic activities have started. Consequently, as Board of Trustees approves, the institution will be officially notified and included. Wogu (2014) cited the claim that less than 18% of ecological projects had a direct connection to the fight against desertification, which is attributed to the old Yobe state government. As a result, the Sahel desert continued to move further south as a result of the dispersal parameters' violation.

According to Alex (2018), the Executive Secretary of TETFund stated that the agency's Academic staff training and development program's guidelines for scholarships, which are meant to increase scholars' capacity in universities and give them opportunities to pursue higher degrees both domestically and abroad, were frequently broken. Having rules is beneficial for efficient operations, accountability, and openness. Guidelines may, however, not always be strictly adhered to in practice for clear reasons of personal or corporate gain. 60% of the ecological fund was approved by the federal government for distribution to fight desertification; the largest amount was distributed in 2010 at 18%, and the highest amount in 2013 was still 22%. In 2011 and 2012, nothing was paid out. This indicates that the disbursement was made arbitrarily and at the government's discretion despite the consent.

He maintained that scholars frequently did not receive the full amount of funding that was authorized for them. They made a set percentage of deductions under various titles, such as administrative fees and other illegitimate deductions. By following the rules established by the Board of Trustees of the Fund in accordance with its enabling Act, it is simple to obtain TETFund intervention funds. On the one hand, this presentation will outline every prerequisite that must be satisfied in order to be

eligible to become a beneficiary of the fund, and on the other, it will outline the terms for using the intervention funds after being accepted as a beneficiary. Every institution, both current and future beneficiary, must therefore be fully conversant with these guidelines.

2.2.7 General Principles of Resource Allocation in Nigeria

Following the prioritization of initiatives contending for cash, resources are allocated. Even in vast quantities, resources are scarce and in short supply, making prioritization vital. Resource allocation needs to be precise and logical, based on each institution's program requirements, and in keeping with its vision and mission statements, which will direct its financial management. One of the most divisive and contentious problems in the country's political life has been revenue allocation, or the statutory distribution of funds from the Federation Account among the several tiers of government (Ikeji 2011). Various ideas, such as basic needs, minimum material standards, centralized stabilization, centralized redistribution, location neutrality, and impartiality, equality of states, the fiscal equivalence, the balanced development, the population, the social development factor, and the equality of access to development possibilities have been suggested as solutions to the problem of revenue allocation. Ghosh (2005) asserts that there are rules for allocating resources that could improve the efficiency of university finances, among them finishing projects once they have been started and allocating resources continuously until they are finished. Further stating that decisions with high recurrent costs should be avoided, he promoted leasing as an alternate form of financing. To manage the institution's potential future growth, effective financial control must be used when allocating resources to finance recurring expenditures for capital projects like building or construction. Fundamentally, the revenue allocation formula used for the payout of the Federation Account consists of two parts. Both vertical and horizontal allocation falls under this category.

The percentage allotted to each of the three levels of government is displayed vertically (federal, state and local government). For instance, Victor (2013) cites the Okigbo Presidential Commission (1980), which advocated a 55%, 35%, and 10% revenue sharing split between the federal, state, and local governments, respectively.

However, this recommendation was met with controversy, disagreement, and conflict (Ademolokun, 1986).

A horizontal allocation outlines how funds belonging to the state or local government are distributed across those entities. As seen from the above, the distribution of the 35% is shared among the states or the 10% shared among local government.

2.2.8 Fund Disbursement and Utilisation

Fund utilisation is the systematic arrangement of financial and non-financial resources by beneficiaries in line with the proposals submitted to TETFund department of operations for the achievement of the specific objectives of the institutions. Resource utilisation is the total amount of resources actually consumed, compared against the amount of resource planned or allocated for a specific process usually expressed in percentage. Campbell, Omolara and Ayotunde (2008) noted that it is possible to mobilize and allocate educational resources without utilizing them optimally. Resources which have been allocated must be used to the best advantage of the institution for the achievement of the vision and mission of the institution. Optimal or efficient utilisation of scarce resources is required (the fundamental economic problem all societies face), opportunity cost (or marginal rate of transformation) productive efficiency, allocative efficiency and economies of scale. Any point that lies either on the production possibilities curve or to the left of it is said to be an attainable point, meaning that it can be produced with currently available resources. Point that lie to the right of the production possibilities are said to be unattainable because they cannot be produced with available resources. However point that within the curve are said to be inefficient because existing resources would allow for production of more of at least one good without sacrificing the production of any other good. An efficient point is one that lies on the production possibilities curve as more of one good can be produced only by producing less of the other.

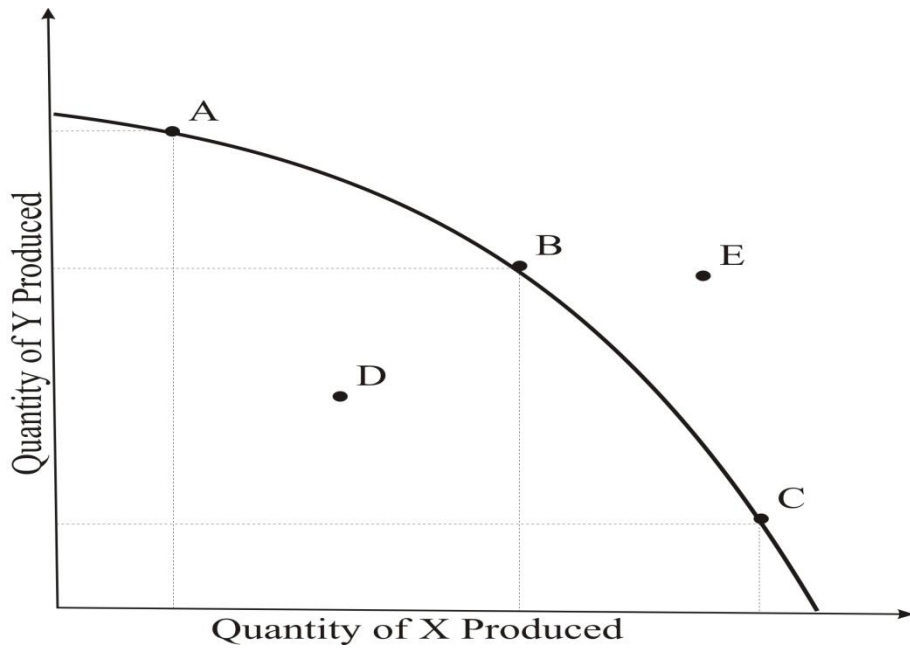


Fig. 2.5: Efficiency Resource Allocation

Source: Adapted from en.m.wikipedia.org

The utilisation of ecological fund was said to be ensnared in continuous controversies which in most cases hinged on gross mismanagement. According to Ezekiel (2010) endless controversies have to do with transparency issue.. Okoh (2008) reported that there were illegitimate withdrawal from ecological fund account by the Ecological Fund Office adding up to N146.594 billion not related to the intended purpose of the fund. Not only so, the editor, This day of May 24, 2008 commented on how the then President Olusegun Obasanjo approved the withdrawal of sum of N1.7billion from ecological fund which was diverted for the implementation of 2003 general elections. Adekoya (2020) reported that the former plateau state governor expended N1.6 billion out of the money earmarked to combat ecological problems in the state to support 2003 presidential election of the People Democratic Party.

In the same vein Okoh (2008) the Senate Public Account Committee (PAC) revealed that N9billion of ecological fund was not remitted by the Ecological Fund Office to the National Emergency Management Agency (NEMA) and was not accounted for between 2003 and 2007. Ezekiel (2010) attributed failure of Ecological fund to achieve its set objective to issue of transparency observed in the implementation of ecological projects.

The utilisation of ecological fund by the Federal Government is also confronted by political challenges. Ecological fund was distracted by the Federal Government without Senate approval. The unwarranted involvement of federal government in the utilisation of ecological fund led to its implementation failure. The move by Senate could not unravel information on why Ecological Fund was diverted without legislative approval and how money spent on Ecological Fund remained unsuccessful. Federal Government officials particularly the Secretary to the government of the federation could not give a reasoned explanation (Umoru 2013).In consequence; the diversion of Ecological Fund for non-ecological purpose destabilized the attempt to successfully manage drought-related conflicts arising from resource use in Sahel.

The award of Ecological Fund contracts to incompetent contractors without regard to due process was an indication of lack transparency. Odey (2009) observed that lack of transparency in the implementation of ecological projects across the country was a as problem as most of the contractors implemented sub- standards jobs. Efforts by

Federal Government to fight corruption inherent in the implementation of ecological projects could not achieve the desired result as government officials were in involvement with some of those contractors, thereby aggravating the problem (Ezekiel 2010).

According to Bello-Imam (2007), as long as the user of the allocated resources believes that their unit has been short- changed, there could not be optima use of resources allocated for a common objective. The effort of the government, if any, to minimize the problems perceived in education might not be yielding the desired result if some stakeholders are not well- informed. Member of the society may not be critical of what you spend on their behalf if you are able to demonstrate the source and uses to which you put their funds

2.2.9 Principal –Agency Relationship (Model of accountability)

One of the most indispensable models being used in the examination of public service delivery is the principal-agent model. Citizens or Client (Voters) are principals. Elected authorities such as president or governor are the officials. Provider organizations to which the official delegates power are service providers'. Thus; the model shows the interconnectivity or relationship between voters, officials, and providers organisations. It is the citizens or clients (principal) that assigns duties to elected authorities (the state) to offer public services, and for which purpose they pay taxes to fund the services being provided. The elected authority (politicians) in turn assign provider organisations the task of providing services by creating incentives and allocating funds (World Bank, 2003). There are various ways by which clients can have an impact on provider organisations including school management committees and management committees for health clinics. Likewise, there are various incentives issues that emanate from principal-agent relationships. The first issue arises between voters and elected officials, whereas the second issue arises between elected officials and service providers. Clients or principal have many agents which are widely dispersed making it extremely difficult clients to evaluate and exert control over their activities. It is difficult for clients to hold agents accountable. For instance parents will find it difficult to hold teachers accountable for the failure of their children since teachers are responsible to Teaching Service Commission who engages them. The appeasing role that state plays in the principal-agent relationship reduces the level of

accountability.

There are organisational arrangements put in place mainly to increase organisational efficiency,. These include operating procedures, rules, laws, standard, norms and hierarchical structures made to prevent conflict of interest, and reduce the influence of private interests over the organisational (principal's) goals if properly and effectively harmonized. By offering incentives and placing constraints on individual decision-makers, this structure reduces the likelihood of impulsive behaviour and organizational consequences will be predictable.

It is expected that a perfect positive correlation between remuneration and performance. Performance and remuneration should move in the same direction. This means that the higher the performance the higher the remuneration. The existence of perfect information is not only made available but also shared among participants, which will enable citizens evaluate the activities performed on their behalf by governments and service providers and exert control over the behaviour of those agents. Despite this, agents' objectives can never be in tandem with those of the principal (citizens) which makes enforcement ineffective and reduce the potential of citizens to exert control through this process in reality due to faulty and asymmetrical information. As a result, agents will work below capacity (shirking) and, in most situations, divert some resources for their own purposes instead of the ones they were intended for (rent extraction). There is a standard exchange between risk and incentives in the perspective of agents' risk aversion and measurement challenges (Holmstrom, 1979).

The control dilemma observed in principal-agent relationships is more acute in the delivery of public services taking into consideration the features of the institutional and organisational systems, Besley and Ghatak, (2003); Burgess and Rotto, (2003) noted that public services and private providers differ in three key major areas These key major areas include considerations for multitasking, the difficulty of assessing performance, and the presence of several principals. (Dixit, 2002).

The complex nature of the provision of services in relation to measurement problems Often times, the principal cannot observe the agents' activities (marginal productivities) in public organizations (citizens). Total output (e.g. conducive and

improved learning environment) is the only aspect of the production process that the public may see. Frontline service providers, including politicians and bureaucrats should not always be blamed for the state of affairs observed by the public. As the particular contribution made by a politician to a given program is not visible, and it is exigent to connect this prospective contribution to the vague. Dixit, (2002); Besley and Ghatak, (2003) noted that when performance indicators are noisy, incentive structures that depend on them are ineffective and put employees at unnecessary risk . A common denominator in most public organisational contexts is the use of aggregate metrics to assess an agent's performance and contribution due to the exorbitant expense or impracticability of collecting information about each agent activity and input in the production process. This is particularly true for public services, since many times the outputs lack a market price counterpart and are therefore challenging to quantify.

Secondly, the presence of several principals in principal-agent relationship makes controlling of provision of services more challenging. A number of actors are directly affected by the activities of an agent in the delivery of public services. For instance, in the educational field, the principals would be the parents, employers, and school management boards, officials from the ministry of education, members of the Teaching Service Commission (TESCOM), and politicians. The agents would be the teachers. The output of the various tasks completed by the teachers could be viewed by each of these numerous principals with varied preferences (Besley and Ghatak, 2003). There will be inefficiencies since each principal wants to encourage the agent to exert greater effort in the activities that he cares about the most particularly if the incentive schemes are not selected to maximize the joint payoffs of the numerous principals (Dixit, 2002).

In addition to these constraints, the existence of numerous agents involved in a joint production process exacerbates the difficulties in controlling the supply of public services. In the public sector, responsibilities are distributed across multiple levels of decision-making, frequently in accordance with a hierarchical framework. Functional interdependence exists between these multi-level architectures; rather than being independent. The action of one level affects the efficacy of a second level action. Holmstrom (1982), Radner (1972), and Marschak (1972). Frequently, only overall or

combined results may be measured. Teams then enhance moral hazard, which develops when people are sheltered from suffering all the costs of their acts due to the difficulties in witnessing their private behaviors. As demonstrated in Holmstrom's (1982) fundamental contribution, team members will tend to free-ride on other agents' productive activity if all of the team's output is shared among team members when there exists complementarities in production. The issue of free riders is made worse in large corporations.

Additionally, hierarchical structures are frequently used in service delivery systems to assign tasks to the agents. Where a superior actor (a politician or policy maker) acts like a principal toward his subordinate (local government or service provider) it creates problems when we have hierarchical organisation Mookherjee examines the study on hierarchy and delegations (2006). With regard to issues with incentives and coordination, he specifically looks at the advantages and disadvantages of decentralized decision-making. In situations when communication expenses are present there is a trade-off between loss of control and flexibility. In this case, organisations, especially those that provide public services, place a high premium on the delegation of decision-making through hierarchical structures.

The presumption of restricted communication channels inside hierarchies, in several hierarchical principal-agent models, incentivize agents to capture residual rent, which serves as explanation for institutional improvements arrangement through monitoring. In order to limit an agent's level of discretionary power, the majority of organizational processes do in fact rely on monitoring. Contracts are typically created subject to these extra signals in addition to the aggregate outcomes. As an alternative, a third, independent agent might be added to the group to serve as a monitor. The introduction of monitoring mechanisms, such as supervision, audits, or even anti-corruption units, should not be expected to bring about significant results where there is a weak governance environment as these agents are part of the corruption themselves and tend to be ineffective. Here, the citizen's role becomes indispensable (Reinikka and Svensson, 2006a)

A theoretical framework developed by Besley and Ghatak (2003) examined the delivery of public services with an emphasis on issues of incentives and competition, their analysis is applicable to a wide range of situations though their model was made

in the context of UK public sector reform. The writers looked at three design elements involving the mission of the organisation, employee motivation, and fit between employees' motivations and the business's objective. They stressed that offering public services frequently happens in organisations with a clear mission in a culture that is broadly embraced and passionately accepted by both operators and managers. (Wilson 1989). Agents may be driven to give high quality services because they care about the service being produced rather than only for financial gain in certain situations.

According to Basley and Ghatak, the reason why public production is inefficient is because service providers have less incentive to increase quality because citizens are not treated as consumers, as they are in the private sector, where maintaining a high level of consumer satisfaction is essential to the provider's survival. Additionally, because soft budget limitations are used in the public sector, service providers for the public do not have any incentives to cut expenses. The authors contend that a decentralized organizational structure is frequently an effective method of delivering public services that increases customer empowerment. When customers are empowered, the principle agent relationship transforms, and the customer becomes the front-line provider's top focus.

Agents must have access to various information sets due to the hierarchical sub-delegation process' sequential structure. In the whole, the principal do not have sufficient information when compared to the intermediate (regional or central government bureaucracy), but the local (service delivery) agent has more information than both.. When part-delegation occurs, the intermediate agent must make decisions without knowing the level of the implementation agent's decision (service provider). There should be a compensation schedules that will not only encourage the intermediary but also implementing agents to exercise less discretion (Gauthier, 2002).

The World Development Report 2004 on Making Services Work for Poor People provides a conceptual framework that concentrates on principals- agents' accountability relationships in the service delivery system.

2.2.10 Budget Functions and its Limitations

A budget is a quantitative statement for a specific time period that may include anticipated income, expenses, assets, liabilities, and cash flows. It gives an organization a focus as it helps with activity coordination, resource allocation, activity direction, and control.

Traditional budgeting, however, has long been criticized for being insufficient as a tool for management control. As early as the 1980s, Johnson and Kaplan (1987) claimed that it is insufficient in a dynamic business environment. Allen 1998 went on to say that a tight approach to budgetary constraints is outmoded owing to the quick change in today's economic environment. According to him, it is no longer useful to compare the outcome to what was predicted up to 15 months before. He claimed that accountability requires a rational justification of the discrepancy between actual and anticipated performance. Therefore, it is necessary to trace the flow of funds from the point of allocation to the delivery of services. This is the case because comparing a company's budget to its actual expenses does not prove that the funds were used for their intended purposes. Additionally, Nancy et al. noted that budget allocations are poor indicators of the number and quality of public services actually provided, particularly in nations with weak institutions and bad governance.

According to Nancy, Kimalu, Kiringyi, Ovisino, Damian, and Karingi, budget execution based on a series of steps at the Treasury and ministry falls short of a diagnostic and monitoring tool to help understand inherent problems such as leakages and shortfalls, delays and predictability, and discretion in fund allocation, among other things (2004). An increase in financial funding might not be reflected in the number and caliber of public services provided. Ineffective finance management systems frequently cause actual payout to diverge from allocation.

It should be remembered that allocation does not equate to releases, and neither do releases and usage when evaluating budget performance. The 2017 budget allotted N56.81 billion for the education sector, of which N33.42 billion was released and N31.61 billion was used as of the conclusion of the 2017 fiscal year (Okeowo, Agunloye and Johnson 2018). Spending agencies may struggle to make ends meet during the first three quarters of the fiscal year but receive a large portion of their

budget in the fourth, which encourages corruption, fund misappropriation, the use of reserves for unforeseen circumstances, off-budget donations, and lax oversight. There are certain inherent problems with the traditional technique of maintaining accountability, calling for the use of alternative methods, such as the Public Expenditure Tracking Survey.

Particularly, the following issues are available in legal and financial management Ritva, et. al (2004). For the past few decades it has become obvious that traditional methods such as audits and legislative reviews would not be sufficient. Experience has shown that even with the finest oversight, organisational shortcomings, collusion, abuse, and irresponsiveness to citizen needs may be easily identified and corrected in public agencies and units.

Secondly, effective (generous) legal system is necessary for the processes and methods used to control mismanagement in the public sector. Where the legal system is in place, enforcement and investigation can be successful. The existing rules are rendered useless if such legal apparatuses do not exist in a nation inundated by corruption. For credible financial systems the ability to delegate review to reliable auditors and a working enforcement mechanism are both necessary

A legal and financial management structure alone may not be able to accomplish responsibility due to inherent issues. Public accountability establishes and upholds existing legal institutions and government agencies in most nations, according to Reinikka and Svesson (2004). However, relying only on legal and accounting procedures can generate issues. It has become clear that traditional mechanisms like audit and legislative reviews may not be adequate as the government's role and services have significantly expanded over the past few decades. This gives room for collusions, corruptions, organizational weaknesses, abuses and a lack of responsiveness to citizens' needs. There are some units that are difficult to identify and correct even with the best supervision in place.

Thirdly, A well-functioning legal and financial systems will reduce noticeable incidents of mismanagement (such as theft of public funds) while regulations and accounting systems are expected to partially restrain the discretionary authority of public sector managers and staff. The nature of legal and accounting measures makes

it more expensive to address all types of inefficiencies owing to the intricacy of the tasks that a typical public sector unit undertakes and the information advantage it has in relation to its customers.. This less evident indicator of poor management will always miss instances of shirking, budget priorities that favour staff over users, specific procurement practices, and covert political motivations.

Fourthly interpretation of audit findings and legal processes are frequently taxing for lay people unless the entity that commissioned the audit (local authority) takes action on it. The issue is complicated by the fact that there is frequently a significant time gap between the review period and the release of the audit report. By the time it is time to assess the actual results many of those accountable will already have changed roles. Worst still, the culpable staff have retired. For all types of audit reports there exists a standard format depending on the type of audit and audit evidence available.

Finally, independent and effective legal and audit systems where the majority of services are provided are difficult to find in many nations. In these cases, "client power," or initiatives to give Where parents are given information they need to monitor students achievement or take part in school management it might provide an alternate means of enhancing service delivery in the educational sector.

2.2.11 Public Expenditure Implementation and Follow the Money.

Implementing public expenditures and following the money is a method of presenting updated data in a way that enables various stakeholders to discuss where money is coming from and where it is being spent. It enables the matching of incoming money with outgoing money. It gives officials and regular citizens a foundation for better understanding their budgeting entitlements and helps them determine whether public monies are being spent for the intended purpose. It enables tracking of the allotted funds to the final consumers or service providers to ascertain how much reached service providers and whether they are being used for the intended purpose. This highlights the system's flaws and leaks.

Weaknesses in the system for managing public spending will lead to costly inefficiencies in the effectiveness of investment in enhancing social welfare outcomes, as in the case of getting money to service providers, (Word Bank, 1999 PER and 2003 IFAPER). According to Ritva and Nathaniel (2004), Public

Expenditure Tracking Survey is one of the few ways to find quantitative data on the tricky subject of corruption.

An increase in government spending might not result in the necessary improvement. According to Nancy et al., there are two possibilities when increases in public spending don't result in improvements in the provision of essential services. Both an inefficient flow of funds across public sector organizations and a lack of end-user ability to convert funds into worthwhile goods and services, combined with waste and corruption, are possibilities. Leakage of funds that prevents them from reaching the intended user or producer may be used to demonstrate an inefficient movement of funds.

The overarching goal is to offer data that will help increase the efficiency of public spending and service delivery by increasing the management of public spending's accountability and transparency. Nancy et al (2004)

2.2.12 Project implementation and Consequences of Project Implementation

Delays

Subject to the appropriate authority's approval, project initialization, introduction, or proposals can come from departments or faculties and state the project's scope, nature, and purpose. Effective execution depends on adequate planning.

The techniques needed to fulfil the tasks outlined in the project plan in order to meet project requirements are referred to as implementation. To accomplish the desired goal, the project's activities must be integrated and carried out in accordance with the project management plan, which requires coordination of people, resources, and equipment (machines).

The execution of a project can be impacted by various things. Without a clear vision before beginning a project, unanticipated challenges may arise. Data collection and task distribution must take up a lot of time while other resources are prioritized. Poor implementation may result from failure to provide a time frame for each stage's completion. The project schedule must be regularly checked for progress, and the plan must be focused on in order to complete the project within the allotted time and budget. Any variance necessitates updating the original estimate and looking for ways

to move the operations along more quickly. Heagney (2012) noted that information on project status can occasionally be four to six weeks out of date, rendering it ineffective as a foundation for remedial action.

Monitoring of resources is essential to implementation's success. There can be no deviation from the given funds for TETFund projects; however you can develop solutions to finish the project under budget without sacrificing quality. However, Agha and Udu (2019) found that the quality and relevance of tertiary education trust fund intervention researches at tertiary institutions in South-East Nigeria had no significant impact on the quality and relevance by staff of state-owned universities in the region.

The execution of a project is fraught with difficulties. Project execution delays are one of these issues (Owolabi, Amusan, Oloke, Olusanya, Tunji, Peter, and Omuh) (2014). According to Odeyinka and Yusuf (1997), Nigeria's building industry performed poorly compared to other countries at the time. They found that seven out of ten projects in Nigeria experienced implementation delays, which supported their findings. According to Chan and Kumaraswamy (1997), reaching the client-specified quality standard and finishing projects on time and within budget are solid indicators of a job well done. When time is not taken into account as it should be, budget costs will increase and quality will suffer.

Although there is no price fluctuation, TETFund projects are anticipated to be finished within a year cycle. This has the result of project abandonment. When describing the causes of delay and cost overrun in construction projects in Nigeria, Mansfield, Ugwu, and Doran (1994) pointed out that the most crucial elements are financing and payment for completed work, poor contract management, changes in site conditions, improper planning, and a lack of materials. Al-Momani (2000) also noted that delays in construction projects are brought on by designers, user fees, weather, site circumstances, late delivery, economic situations, and an increase in quantity. In an examination of project delays, particularly in developing nations during the planning and construction stages, Mohammed and Isah (2012) found that delays and cost overruns frequently happened in the early stages of the project

However, McManus 1996 studied the factors that contribute to delays in architectural building projects and found that delays occur at all project stages. In addition to other issues, Owolabi et al. (2014) noted a lack of funding, slow decision-making, price changes, and mistakes made during the construction stage, as well as equipment failures, ineffective communication, a labor strike, unfavourable weather, changes to the drawings, and project management issues. They came to the conclusion that of all the factors driving project delays, financing ranked highest.

Delays in project execution are global rather than local. Baldwin and Manthei 1971 and Sullivan and Harris 1986 looked into the reasons why construction projects were delayed in the United States and the United Kingdom, respectively. For Indonesia, Kaming, Olomolaiye, Holt, and Harris (1997) completed theirs. Odeh and Battaineh (2002) investigated Jordan's significant building projects' delays. In Nigeria, Odeyinka et al. (1997) looked into the causes of delays. In 2008, Toor and Ogunlana conducted research on Thailand's construction delays. They found that the issues facing the construction sector in emerging nations include, but are not limited to, resource shortages or deficiencies brought on by clients and consultants, as well as the inadequacy or ineptitude of contractors. Poor site management and supervision, unanticipated ground conditions, slow decision-making including all project teams, client-initiated variation, and necessary variation are the five main causes of delay that Chan and Kumarawamy (2008) found.

The main repercussions of project delays, according to Owolabi et al. (2014), included time overrun, capital tie-down, wastage and underutilisation of manpower resources, project abandonment, decreased profit, litigation, and arbitration. Project implementation delays have the unfavourable effect of cost overruns that require reworking.

2.2.13 Information Flow and Project Implementation

Information exchange is crucial since it will result in an overall improvement in educational quality. The ability to access financial data is necessary for this system. Better planning and more robust accountability are the two key advantages of this. When the public has access to financial and other data, the planning purpose suggests

that they participate in council planning activities to set or modify their districts' or councils' priorities.

On the other hand, accountability ensures that it is necessary to hold public officials accountable or responsible for their work in order for people to carry out their duties as expected in an effective, honest, and transparent way and for the proper monitoring of the implementation of planned activities. This entails comparing finances and outputs, such as the quality of the building vs the amount of fund utilized, and evaluating performance against targets or plans, such as the quality of the building in contrast to its plans.

Baffa (2017) noted that many of these institutions, especially the newly established universities have not fully accessed this intervention because of to staffing challenges and in most cases the proposals are submitted after the submission date. Some scholars in the institutions were unaware of the existence of this intervention, which led to poor access. By doing so, he acknowledged that the TETFund's poor information transmission to beneficiary institutions results in poor access. The effectiveness of the communication effort has reduced leaks. At first, getting information in Uganda was expensive. In theory, a school should be able to find out how grant funds are being allocated, but in practice, doing so is expensive. The schools that were successful in laying claim to the fund to which they were entitled do so because they have capacity to do so based on factors affecting leakage such as access to information, a Parent-Teacher Association, income, and quality of leadership. The students that have access to greater knowledge in school would have an easier time obtaining the funding to which they are entitled (www.unesco.org/iiep). To prevent unwarranted deviations from planned activities, which, if preventive action is neglected by not using available information, project failures could occur.

In 1996, the Ugandan central government quickly moved to address the issue after the discovery. The monthly intergovernmental transfers of public funds were initially published in the major newspapers, discussed on the radio, and later required to be publicly displayed in basic schools. This allowed information to be made available not only to parents, but also allowed the local government know that the centre has resumed its supervisory role. This result in reduction of capture from an average of 78% in 1995 to 18% in 2001 even when there was delays and grants are often not

received in full by schools. Through mass information dissemination - Uganda government decreased the capture of public finances using a low-cost policy.

Only institutional relationships where the actors are accountable to one another may lead to successful service delivery for the underprivileged (World Bank 2004). In order for decentralisation to be effective, policymakers must be answerable to the general public. This is valid for Nigeria, where local government is perceived to be more accessible to the populace at large. Jutting, According to Johannes (2004), decentralisation can only be successful and sustainable when both the central and local levels of government are held accountable.

Many tertiary institutions are unable to meet the requirements for accessing money allotted to them, despites TETFund's engagement in the field of staff training. They came to the conclusion that many academic staff members had missed their chance to take advantage of the free resources for professional development. The complaint of numerous institutions on difficulty of obtaining fund was noted. The management of the institutions were equally at fault for failing to publicize the fund, adding that TETFund alone cannot shoulder all the guilt. The institution level internal politics, in his opinion, are another barrier to accessing the fund. In order to access the fund designated for them, he advised academic staff and institution management to work toward timely and successful completion of projects. The numerous obstacles involved in gaining access to the fund may be the cause of academic staff members missing the chance to benefit from TETFund help.

2.2.14 Responsibility Sharing and Decision Making.

A principle-agent connection that includes the following elements is referred to as a "accountability relationship." This includes the delegation of responsibility, financing and enforcement on the side of the principal (TETFund), and performance and information on the part of the agent. By providing interdependent actors with the right incentives, accountability to a person promotes successful service delivery. Higher education institutions access and apply funds received in accordance with the directive for the intended use (performing). The principal is informed by TETFund monitoring agents of the extent of performance (project execution, procurement, staff training), and utilisation of the fund (informing). The data is presented in reports and

financial statements that have been provided to TETFund. Based on the data gathered, TETFund enforces the decision to distribute the second and final tranches. If TETFund is not pleased with the performance level, it may impose a decision to withhold releasing additional funds or allocating new funds until the existing funds are correctly used.

TETFund was formed by the federal government, although funding originates from (companies).The firms give authority to TETFund (policy makers) to provide intervention projects based on infrastructure, equipment/furniture, and education. They contribute 2% of their annual assessable profit toward this. TETFund offers provider organizations the required incentives (Higher institutions). This is accomplished by allocating and distributing funds received from businesses to service providers (Higher Institutions) in accordance with its

2.2.15 Compliance: Concept, Management and Risk.

Transparency, accountability, moral conduct, organisational structure, and risk management are all related to compliance. When a bank violates laws, rules, regulations, related self-regulatory organisation standards, and conduct codes that are relevant to its banking activities, it runs the danger of facing legal or regulatory repercussions, material financial loss, or loss of reputation. The goal of risk management is to optimize the realization of possibilities while minimizing, monitoring, and controlling the possibility or impact of unfavourable events. Operational risk is the possibility of suffering a direct or indirect loss as a result of subpar or unsuccessful internal systems, processes, and people, as well as from uncontrollable outside factors. The transition from enforcing regulatory legislation to self-regulation was examined by compliance management. Self-regulation is more immediate,

Unlike government regulation, it is flexible and effective (Benedek 2012). It can enable the application of an industry's collective wisdom and expertise to problems that are occasionally challenging for the government to specify with clear-cut regulations (Evans and Kelly 2009).

While operational compliance used to be managed by a number of professions, including lawyers and strategy consultants, financial compliance is typically managed by auditors. Data security, health and safety concerns, equal employment opportunity, antitrust considerations, environmental challenges, labour and pay rules, and fund raising are all part of compliance management. The goal of compliance management is to identify and stop corporate crimes and mistakes, lessen the harm caused by emerging problems, stop them from happening again, and enhance business and control procedures.

Tax fines are inversely correlated with tax non-compliance. The degree of non-compliance decreases with increasing tax penalties (tax rate), or vice versa. On the other side, there might also be a connection between paying taxes and incurring fines. People will desire to avoid punishment and be inclined to comply as long as the penalty for non-compliance is higher. According to Allingham and Sandmo (1972), as the penalty for not paying taxes rise, so will compliance.

Additionally, self-employed people may increase expenses and decrease income in order to pay less tax. Self-employed people may not comply with tax regulations as do businesses, which are required to file their financial statements with CAC on an annual basis. This situation is made worse by the fact that such revenues are not subject to withholding tax. Those who get income that isn't subject to source deductions may engage in tax evasion (non-compliance). Employees who pay their head tax through the tax withholding system have less options to dodge than self-employed people, according to Fjeldstad and Samboja (2001). Companies will significantly reduce the amount of TETFund allocation available in any intervention year if they do not pay their required 2% of adjusted profit.

2.2.16 Efficient Resource Monitoring Tool

The monitoring of the project is a crucial stage in the cycle of project planning and Extension. Olowe (2008) claims that it entails tracking the project's advancement to determine its efficacy and whether the anticipated advantages are materializing. In addition, UNICEF (www.unicef.org 2003) explained that the goal of monitoring is to have an impact on decisions, such as whether to continue or end the evaluated intervention or policy. UNICEF recognized two different types of monitoring. These

include situation monitoring, which assesses alterations in a condition or set of conditions or lack thereof, and performance monitoring, which assesses advancement in achieving particular goals and outcomes in relation to an implementation strategy, whether for programs, projects, strategies, or activities.

Making payments for projects is not the goal in and of itself; rather, it is important to make sure that the funds are allocated not just to the institutions but also to the service providers and are used for their intended purposes. It offers a foundation for comparing actual project costs to the budgeted amount. According to Onyeador (2011), one area requiring compliance is financial monitoring, which involves recording money transfers, purchases of goods, receipts issued by stores, reconciliation, costing, and balancing of cost estimates or schedules, as well as all paperwork outlining the processes for all those financial functions. This shows that effective financial oversight is required.

2.3 Theoretical Review

2.3.1 Public Expenditure Theory Relating to Growth in Expenditure and Projects Expansion.

According to Bhatia (2009), public spending has increased steadily over time in practically every nation. This perspective was consistent with Wegner's Law of Increasing State Activities. According to Bhatia, the law stipulates that there is a natural tendency for the operations of the various tiers of government to grow both intensively and broadly. One of the arguments is that increased production of public goods leads to increased investment.

Secondly, public spending increases as the population grows. Therefore, expenses will rise as more universities and Polytechnics are established.

Thirdly, prices have a propensity to rise. Even if the scope of TETFund activities stays similar, this increases public spending as well.

Public spending can rise overtime but there is no formula to predict how soon it will rise. In a similar spirit, the Wiseman-Peacock theory, as expressed by Bhatia in 2009, highlighted that public expenditure rises and falls and the form cannot be predicted. At times the road may be straight or smooth or rough and undulating. This is because

there can be certain developments that require immediate response. This accounts for TETFund Special Intervention Fund. As a result, TETFund developed a unique Intervention programme to address this issue. More projects will be financed by the organization the more money TETFund collects. The growth of the Education Trust Fund is partly a result of more institutions being founded by different levels of government. In order to give many students access to higher education in Nigeria, six new Federal institutions were recently established, one in each of the country's geopolitical zones. The amount of money distributed to various entities is enormous. The amount of N375 billion was reportedly raised for ETF projects over the course of its 26-year existence, according to Mamood (2011).

2.3.2 Accountability Theory: Public and Social Accountability

Agencies and public enterprises that have been given access to public funds have a responsibility to account for the financial and social duties entrusted to them.

Position holders are expected to account for their performance by serving the public interest in an efficient, effective, and fair manner and accept responsibility for their actions in their behavior by abiding by the law and not abusing their power. Karen. (2006). According to Ackerman (2004), accountability is a proactive process by which public authorities are held accountable for their plans of action, actions, and outcomes. Vertical and horizontal accountability are the two forms.

According to Lawson and Rakner (2005), horizontal accountability refers to an inter-governmental control mechanism involving the executive and judiciary, the legislature holding each other accountable, the cabinet, line ministries, and low level administrative departments and agencies. Internal accountability, such as the use of internal audit within a government institution, is another name for it. On the other hand, vertical or external accountability is a strategy for establishing accountability that depends on direct participation from regular people and/or civil society organizations in enforcing responsibility (Malena, Forster and Singh, 2004).

These businesses and organizations must be responsible to the general public and fulfill their obligations. Politicians (policy makers) must be held responsible for allocating funds for the provision of service delivery and make available suitable incentives for performance (bottom-up). In turn, policymakers must hold service

providers responsible for providing the right services (top-down) The short way entails direct provider accountability to client, but the long road is a sequential process of accountability.

Inadequate service delivery emanating from shortcomings such as voice, compact, and management is traceable to the long route of accountability in the same way failures are in the short route of accountability in the education sector. Parents pay school tuition, and provider organizations pay teachers, hire teachers, create teaching positions, and otherwise have the authority to hire, fire, promote, and otherwise manage their employees. However, the financial connection is lessened if the federal government pays teachers rather than the institutions that fill teaching positions. Instead of parents, the provider organization will be the teachers' employer. Enforceability is made challenging because principals and head teachers might not be allowed to dismiss any teachers (frontline service providers) for subpar work or even absenteeism. Information is another issue. A provider organisation, such as the principal or head teacher, may be able to determine whether a teacher is working well or not. The employers who have the power to hire and fire may not be fully aware of employees performance in the field as they report only to their immediate supervisor or principal. Sometimes there are responsibility overlaps. For example parent pay children's tuition, and contribute to supplemental educational costs like uniforms, textbooks, or transportation. He may be commissioner for education or member of schools board. He can speak on behalf of their children to provider organization. As a responsible citizen, he must pay tax. Hence, they are clients and citizens as well. The group can be called "client-citizens."

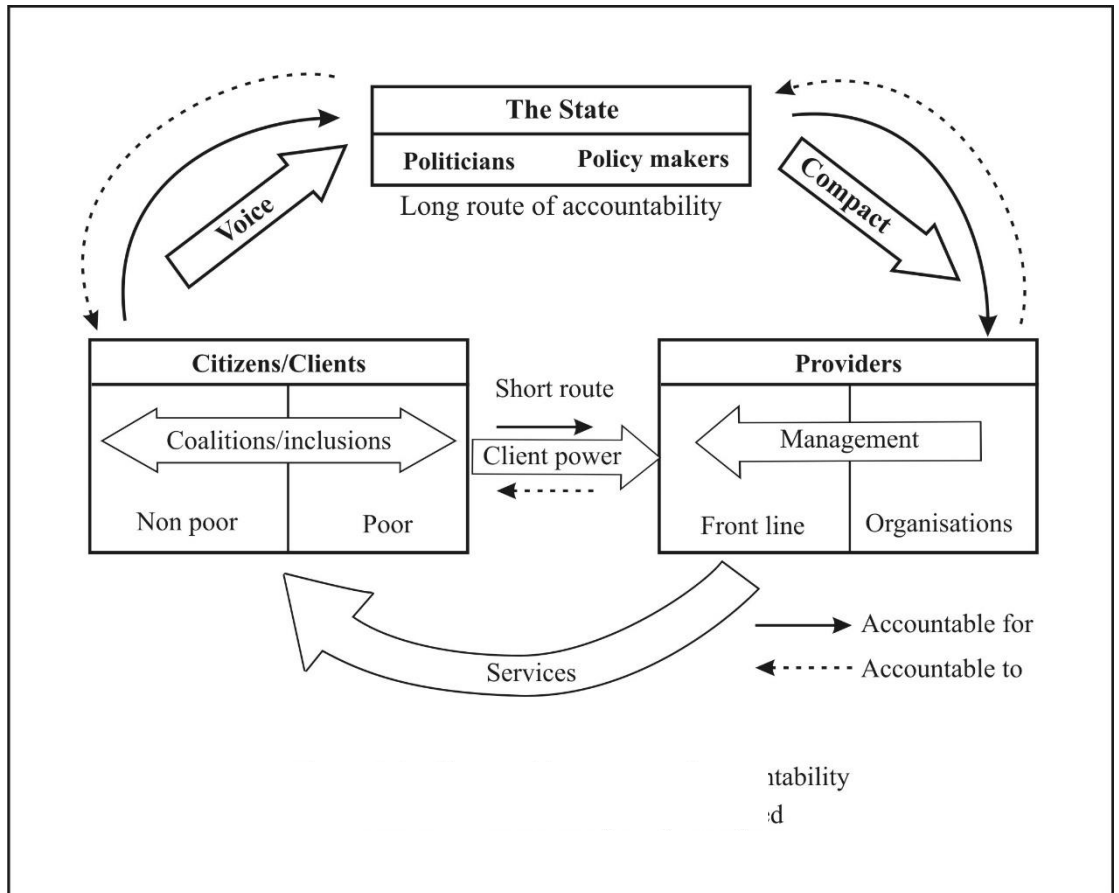


Fig 2.5: Short and long routes of accountability

Source: Babalola (2018)

Given the foregoing, policymakers ought to answer to the client or citizen. Voice describes this. Organisations that provide services should answer to those who establish policies. We call this compact. In addition to being directly responsible to customers or people, teachers should also be accountable to provider organisations. We refer to this as client power.

Theoretically, policymakers who provide money or other resources to provider organisations have the power to restructure them if they are unhappy with their performance. In reality, this might be challenging due to the political influence of the Nigerian Labor Congress and the Nigerian Union of Teachers. Politicians might be eager to take on powerful interests in the name of the next generation, but that doesn't mean they always understand how the educational system functions or how to improve it.

World Development Report (World Bank, 2004) observed potential breaks in the chain between budget allocation and planned service delivery to include lack of funding for frontline service providers; insufficient financial rewards for service providers and shortcomings on the demand side that discourage households from utilizing services. In addition to voting, civil society organizations, communities, independent media and residents can employ an array of other methods to keep public workers and authorities responsible. These methods are collectively referred to as social or community accountability.

This calls for the employment of a range of citizen- or civil society-led initiatives, such as open protests, lobbying, strikes, campaigns, investigative journalism, and legal measures in the public interest. It seeks to improve public service delivery through good governance and greater public participation. Malena, Forster, and Singh (2004) noted focus on the supply side of governance using techniques like political checks and balances, administrative rules and procedures, auditing requirements, and formal law enforcement agencies like courts and the police to deal with the issue of accountability have only met with little success. Increases in the ability of citizens—particularly those from low-income backgrounds—to directly demand better accountability and responsiveness from public authorities and service providers, is receiving attention as far as the demand-side is concerned. Only social accountability will allow for this to be actualised.

Government employees and bureaucrats are accountable for both their performance and behaviour. They should, for the purpose of acting in the best interests of the public, be held accountable for abiding by the law and refraining from abusing their position of authority. Social accountability, which includes citizen monitoring, participatory budgeting, participatory public policy-making, public expenditure tracking, and evaluation of public service delivery, provides a strong evidence base and direct involvement with the government.

To accomplish a goal, social accountability might use both direct and indirect rewards and sanctions. Direct tactics include petitions, media coverage, public displays of support or opposition, press releases (both good and negative), and media attention. Citizens might influence change indirectly by providing evidence to the EFCC, addressing a public complaint or bringing a lawsuit through the court system. This is how social accountability has, over the years, improved governance, boosted growth and effectiveness, and empowered the underprivileged.

2.4 Appraisal of Literature

Inadequate funding of tertiary institutions arising from poor budgetary allocation to education sector for many years led to the establishment of Education Trust Fund in 1993 (now TETFund). Babalola(2001), Oyeneye(2006), Akindutire and Ajayi(2007), Ezekwesili (2006), Ayeni and Babalola(2009) and Toboho(2001) all agreed that tertiary institutions are underfunded. Bamiro and Adedeji observed that decline in funding have limited the ability of universities to perform their traditional roles. Ruquayat(2010) noted the need to improve funding but emphasized the importance of resource utilisation. The overall objective should be the maximization of the use of available resources. In the view of Campbell, Omolara and Ayotunde there should be optimal utilisation of resources and not just fund mobilization and allocation.

However, Mustapha (2007) has a divergent view as he noted that higher institutions failed to access 42.72% of fund allocated to them. Mahmood (2011) shared the same view as he identified misappropriation of fund as a major challenge to the education policies in Nigeria due to the fact that institutions leave the core objectives and propose to spend the money on tangential issues. Higher institutions have accumulated un-accessed fund.

Traditional budgeting has been criticized for its inadequacy as a means of management control though it is supposed to be a planning and control device. Johnson and Kaplan (1987) stated that it's inadequate in a changing business environment dated back to early 1980's. This was corroborated by Allen (1998) stating that a rigid approach to budgetary controls is obsolete in view of the rapid changes in today's business environment. In his opinion, comparison of actual result to that forecasted up to fifteen months previously is no longer helpful. He argued further that there is the need for accountability to explain clearly the difference between actual and planned performance. This makes the concept of follow the money from the point of allocation to service delivery crucial. Budget comparison with actual expense does not signify that the money is used for intended purpose. In addition, Nancy et.al stated that budget allocations can be poor predictors of the actual quantity and quality of public services especially in countries with poor governance and weak institutions.

Budget execution based on a series of steps at the Treasury and ministry falls short of a diagnostic and monitoring tool to help understand inherent problems such as leakages and short falls, delays and predictability and discretion in allocation of fund among others. Budgetary allocation can increase but this may not reflect in actual quantity and quality of public services. Actual disbursement may differ from allocation because of Poor financial management system –Cash flow not properly planned throughout the financial year, spending agencies may be starved for funding during the first three quarters of the financial year but have significant portion of budget in the last quarter., corruption, fund diversion, use of reserve during an unexpected events, inadequate funding, and off budget donor funds and weak oversight.

In light of the above, Public Expenditure Tracking have been introduced by the World Bank and Geir (2004), Ritva. and Nathaniel (2004), Ritva. and Svenson (2001, 2006),Kees .(2005), Lawson and Rakner (2005), Lindelow, Inna. and Kai (2006) and many more in recent years have supported tracking of expenditure from cradle to the grave i.e. from the point of release to service provider level. The most important thing is to follow the money. The success story of expenditure tracking was recorded in Uganda in 1996 being the first in Africa. Public expenditure tracking survey (PETS)

which provides quantitative evidence of delay, leakages, assess quality and efficiency in service delivery, impact of delays and leakages on the resource adequacy and provision of base line data and diagnostic information on various sectors of the economy is adjudged to be more superior to traditional budgeting.

CHAPTER THREE

METHODOLOGY

This chapter discusses the methodology adopted in the conduct of the study. It covers Research design, the population of the study, sample and sampling technique, research instrument, validity of the instrument, reliability of the instrument, Data collection procedures and procedure for data analysis.

3.1 Research Design

This study adopted descriptive survey. The survey design was chosen because the researcher does not have control over the independent variables as the manifestation has already occurred or because they cannot be inherently manipulated.

3.2 Population of the Study

The population for this study comprised all public universities (both federal and state) that have received financial and non- financial assistance from Tertiary Education Trust Fund in the South-West for the period of five years (2011-2015) through the Normal intervention. These public universities were chosen because they received the highest allocation from TETFund interventions. Also the period 2011-2015 was chosen as the Acts establishing TETFund was enacted in June 2011 and five years after was considered good enough for the study. The states in the South-west geopolitical zone are Oyo, Osun, Ondo, Ekiti, Ogun and Lagos.

3.3 Sample and Sampling Techniques

The multi-stage technique was used for the study. The first stage was that all federal universities were enumerated. All state universities in existence before June 2011 were also enumerated. The second stage was the consideration of all projects financed by TETFund within the period.

Thirteen institutions were considered in the zone. This allowed for uniformity and ease of comparison. All projects were selected in a university within the intervention period 2011-2015. This allowed for inclusion of projects for which allocation was made but university may not access them.

Table 3.1: Distribution of Federal and State universities in South -west, Nigeria

State	University	Total
Oyo	University of Ibadan, Ibadan. Ladoke Akintola University of Technology,(Lautech) Ogbomoso	2
Osun	Obafemi Awolowo University, (OAU) ILE IFE Osun State University	2
Ondo	Federal University of Technology, (FUTA) Akure AdekunleAjasin University (AAU)Akungba,Akoko .	2
Ekiti	Ekiti State University (EKSU) Federal University, Oye (FUOYE)	2
Ogun	Federal University of Agriculture, Abeokuta (FUNAAB) Tai Solarin University of Education Olabisi Onabanjo University (OOU) Ago Iwoye	3
Lagos	University of Lagos (UNILAG) Lagos State University.(LASU)	2
Total		13

Table 3.2: Selected Intervention years in Federal and State Universities in S/W Nigeria

STATE	University	No of projects	Nature	Intervention years
Oyo	University of Ibadan, Lautech, Ogbomoso	academic staff training and development, research, Physical infrastructure, library, conference attendance , journal publication, and manuscript development	Approved in principle	2012-2015,
Osun	OAU, ILE IFE Osun State University			
Ondo	FUTA, Akure, , Ondo AAU, Akungba			
Ekiti	EKSU Federal University ,Oye			
Ogun	FUNAAB OOU, Tai Solarin University of Education			
Lagos	UNILAG LASU			

3.4 Instruments

The Primary and secondary data were used for the study. Therefore, two research instruments were used to generate data for the study. These were TETFund Implementation Questionnaire and TETFund Data Inventory (TDI).

The primary data information consists of a set of questions meant to obtain information from Desk officials, stakeholders and managers of TETFund in the universities. It seeks to obtain information relating to factors affecting funds accessibility and reasons for disparity between allocated and accessed funds on one hand and accessed and disbursed funds on the other hand.

TETFund Implementation Questionnaire .This instrument is meant for the tertiary institutions to retrieve useful information on the funds and resources from TETFund between 2011 and 2015. It consists of two sections. Section (A) sought information on the details about the tertiary institution such as name, state, year of establishment, and ownership of the institution, from TETFund among others. While Section (B) sought information relating to implementation of projects from which universities benefited between 2011 and 2015, bordering on issues of adequacy of allocation, effect of delay of fund release on project implementation, delay caused by structural defects, factors hindering fund accessed, causes of disparity between allocation and access and between access and disbursement of fund.

TETFund Data Inventory (TDI). This instrument is meant for the TETFund official web site to retrieve useful information on the funds and resources allocated and disbursed to the tertiary Institutions between 2011 and 2015. Section (A) sought information on the details about the tertiary institution such as name, state, year of establishment, and ownership of the institution, from TETFund among others. While Section B sought information on number of projects benefited by the enumerated institutions between 2011 and 2015, purpose of projects, , actual date of disbursement received, actual amount released, balance due to the institutions (if any), completion status, level of satisfaction.

3.5 Validity of Instruments

Validity of instrument explains the extent at which an instrument measures what it purports to measure. To ensure the face and content validity of the instruments, the items on TETFund Implementation Questionnaire(TIQ) TETFund Data Inventory (TDI)” were

generated based on the TETFund guidelines. Further, copies of (TIQ) and (TDI) were given to the researcher's supervisor and other experts in the researcher area of study (Economic of education) for review of the items and necessary correction. The instruments were used after effecting the corrections. Finally, TETFund Data Inventory (TDI) meant to retrieve data from TETFund official web site was another means of validating data supplied by the tertiary institutions.

3.6 Reliability of Instruments

Reliability of any instrument is the consistency at which an instrument measures a particular phenomenon at different occasions. The higher the reliability coefficient the more reliable the instrument is. In this study, primary data were collected with the use of "TETFund Implementation Questionnaire (TIQ). The reliability of the instruments was tested using the Cronbach alpha reliability. The Cronbach alpha coefficient for TIQ was 0.88 while that of TDI was 0.94. This ensures reliability of data generated for the study

3.7 Administration of Instruments

In view of the nature of this work the researcher personally visited all the public universities in south west as employing the service of research assistants in data collection would not yield the desired result. The bursars in these universities belong to the same professional body as the researcher. The researcher capitalized on this unique advantage to get to the custodian of TETFund financial information. Moreover, the researcher collected a letter of introduction from the bursar, university of Ibadan in addition to the letter of introduction obtained from the Department of Educational Management. Despite that, the data collection exercise spanned a period of more than one year.

3.8 Method of Data Analyses

Data collected were analyzed using such techniques as simple percentage, ratio and Analysis of variance and trend analyses. Tables, graphs and charts were also used to present data. Absolute figure was used for question one because volume of allocation varies from year to year depending on how much was available and there is no standard. Question one used financial information given to universities by TETFund. Percentages

were used for questions 2, 3, 4, 5, 9 and 10, while t-test was used for questions, 6, 7 and 8. Questions 11 involves the use of percentages, Analysis of variance.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the result and discussion in line with research questions raised in chapter one with the presentation and interpretation of results. Discussion of the results was based on what were found in the secondary data information questionnaire administered. The study investigated the quantity of amount allocated, access and disbursed by TETFund between 2012 and 2015. This is due to the fact that it was difficult to separate amount accessed and disbursed in 2011 intervention year into either Education Trust Fund and Tertiary Education Trust Fund since the later started in June 2011. Information responsible for discrepancies between the variables were obtained. Eleven research questions were raised and were answered. The data were analyzed using such techniques as percentage, ratio, variance and trend analyses together with the use of graphs and charts to present the data.

Research Question One: What is the Volume of Fund Allocated to Each University by TETFund for the Period (2012-2015)?

Table 4.1: Volume of Fund Allocated to Each University for the Period 2011-2015-

UNIVERSITY	2011 ₦	2012 ₦	2013 ₦	2014 ₦	2015 ₦	TOTAL ₦
ADEKUNLE AJASIN	395,000,000.00	598,000,000.00	646,000,000.00	912,000,000.00	337,000,000.00	2,888,000,000.00
OLABISI ONABANJO	395,000,000.00	598,000,000.00	646,000,000.00	912,000,000.00	337,000,000.00	2,888,000,000.00
OBAFEMI AWOLOWO	395,000,000.00	598,000,000.00	646,000,000.00	912,000,000.00	337,000,000.00	2,888,000,000.00
LAUTECH,	395,000,000.00	598,000,000.00	646,000,000.00	912,000,000.00	337,000,000.00	2,888,000,000.00
UNIVERSITY OF IBADAN	395,000,000.00	598,000,000.00	646,000,000.00	912,000,000.00	337,000,000.00	2,888,000,000.00
UNILAG	395,000,000.00	598,000,000.00	646,000,000.00	912,000,000.00	337,000,000.00	2,888,000,000.00
LASU	395,000,000.00	598,000,000.00	646,000,000.00	912,000,000.00	337,000,000.00	2,888,000,000.00
TAI SOLARIN	395,000,000.00	598,000,000.00	646,000,000.00	912,000,000.00	337,000,000.00	2,888,000,000.00
FUNNAB	395,000,000.00	598,000,000.00	646,000,000.00	912,000,000.00	337,000,000.00	2,888,000,000.00
FUTA	395,000,000.00	598,000,000.00	646,000,000.00	912,000,000.00	337,000,000.00	2,888,000,000.00
EKITI STATE UNIVERSITY	395,000,000.00	598,000,000.00	646,000,000.00	912,000,000.00	337,000,000.00	2,888,000,000.00
OSUN STATE UNIVERSITY	395,000,000.00	598,000,000.00	646,000,000.00	912,000,000.00	337,000,000.00	2,888,000,000.00
OYE EKITI FED UNIVERSITY	1,500,000,000.00	598,000,000.00	646,000,000.00	12,000,000.00	337,000,000.00	3,993,000,000.00
	6,240,000,000.00	7,774,000,000.00	8,398,000,000.00	11,856,000,000.00	4,381,000,000.00	38,649,000,000.00

Source: www.tetefun.gov.ng

Table 4.1 showed annual allocation to universities. The result shows that the least amount allocated to each university was (N) 320, 000,000.00 in 2015 while the highest allocated to each university was N912, 000,000.00 in 2014. Actual amount allocated to each university are (N)395,000,000, (N)598,000,000.00, (N)646,000,000.00, (N)912,000,000.00 and (N)320,000,000.00 for 2011, 2012, 2013, 2014 and 2015 intervention years respectively but federal university , Oye–Ekiti received additional N1,500,000.00 as take off grant in 2011. These universities were allocated (N) 38, 649,000,000.00 within a short period of four years .TETFund allocates fund to beneficiary universities on equal basis. This is in line with its allocation principle of equality of university regardless of age, need, population and state of infrastructures. This is evidenced from allocation principle as stated in the guideline and supported by letter sent to each university in any intervention year. This has gone a long way to address problem of inadequacy of fund to education from national budget, thus achieving the purpose of establishing TETFund. TETFund projects are of one year cycle and amount allocated in any intervention year is a function how much was collected from registered companies in the preceding year. Moreover, this represented TETFund annual budget for each university but does not amount to actual disbursement.

Research Question Two: What is the allocation priority of TETFund projects during the period (2012-2015)?

Table 4.2: Priority Allocation of TETFund Projects during the Period (2012-2015)

PROJECT	TOTAL (N)	PERCENTAGE
PHISICAL INFRASTRUCTURE	19,734,000,000.00	51.06
ACADEMIC STAFF TRAINING	7,800,000,000.00	20.18
LIBRARY PROJEC	3,744,000,000 .00	9.69
CONFERENCE ATTENDANCE	2,275,000,000.00	5.89
ENREPRENEURSHIP CENTRE	1,300,000,000.00	4.20
PROGRAMEE UPGRADE	1 623,000,000.00	3.36
PUBLICATION DEVELOPMENT	520,000,000.00	1.68
RESEARCH FUND	650,000,000.00	1.35
MANUSCRIPT BOOK	325,000,000.00	0.84
RESEARCH PROJECT	195,000,000.00	0.67
INSTITUTION BASED RESEARCH	260,000,000.00	0.50
TETFund PROJECT MAINTENANCE	195,000,000.00	0.50
Publicity of Tetfund projects	26,000,000.00	0.07
TOTAL	38,649,000,000.00	100

Table 4.2 and Fig 4.2 show the volume and the percentages of the fund allocated to the projects during 2011 – 2015. The highest percentage, 51.06% was allocated to physical infrastructure followed by Academic staff training with 20.18% .Allocation for Research projects and Institutional Based Research were a the least 0.67% and 0.50% respectively.

Research Question Three: How much of the allocated fund were accessed for each category of TETFund project for the period (2012-201

Table 4:3: Amount and Percentage of Allocated Fund Accessed for each Category of TETFund Project for the Period (2012-2015)

Description	TOTAL ALLOCATION(₦)	TOTAL ACCESSED (₦)	%ACCESSED
Physical infrastructure	19,734,000,000.00	5,852,723,750.00	29.66
Library project	3,744,000,000.00	1,111,249,530.00	29.68
Research project	260,000,000.00	138,105,804.00	53.12
Entrepreneurship centre	1,625,000,000.00	249,500,000.00	15.35
Manuscript book	325,000,000.00	122,050,000.00	37.55
Publication development	650,000,000.00	176,580,116.00	27.17
Institution-based research	195,000,000.00	182,485,050.00	93.58
Research fund	520,000,000.00	520,000,000.00	100
Programme upgrade	1,300,000,000.00	1,179,000,000.00	90.69
Academic staff training	7,800,000,000.00	7,800,000,000.00	100
Conference attendance	2,275,000,000.00	2,275,000,000.00	100
Tetfund Project Maintenance	195,000,000.00	195,000,000.00	100
Publicity of Tetfund Project	26,000,000.00	26,000,000.00	100
TOTAL	38,649,000,000.00	20,302,694,250	52.53

Table 4.3 showed amount of funds accessed by universities. The table showed amount of allocated fund accessed for each category of TETFund project for the period under review and the percentages of the accessed fund across various projects.

The allocations to Academic staff training and Conference attendance were completely accessed by the selected universities for the period of investigation. The project that suffered least percentage access of fund was library project with 31.01%. This result indicates that only 55.16% of allocated funds were accessed by these universities.

Research Question Four: How much of accessed fund were actually disbursed for each category of TETFund project for the period (2012-2015)?

Table 4.4: Actual Fund Disbursed in Relation to Amount Accessed for each Category of TETFund Projects for the Period (2012-2015)

Description	Total Accessed ₦	Amount disbursed ₦	Actual disbursed in relation to allocation %	proportion to Accessed
Physical infrastructure	5,852,723,750.00	4,756,973,750.00	29.26	81.281
Library project	1,111,249,530.00	770,049,530.00	4.74	69.30
Research project	138,105,804.00	128,459,300.00	0.79	93.02
Entrepreneurship centre	249,500,000.00	248,623,217.00	1.53	99.65
Manuscript book	122,050,000.00	59,200,475.00	0.36	48.51
Publication development	176,580,116.00	115,080,116.00	0.71	65.17
Institution-based research	182,485,050.00	122,485,050.00	0.75	67.12
Research fund	560,000,000.00	422,591,569.00	2.60	75.46
Programme upgrade	1,179,000,000.00	185,000,000.00	1.14	15.69
Academic staff training	7,800,000,000.00	7,800,000,000.00	100	100.00
Conference attendance	2,275,000,000.00	2,275,000,000.00	100	100.00
Tetfund Project Maintenance	195,000,000.00	195,000,000.00	100	100.00
Publicity of Tetfund Project	26,000,000.00	26,000,000.00	100	100.00
TOTAL	20,302,694,250 .00	16,479,463.007	100	81.17

Table 4.4 and Fig 4.4 show the percentages of accessed fund disbursed for each category of TETFund projects. The pattern of access was still observed in terms of complete disbursement. The accessed fund for Academic staff training and Conference attendance were completely disbursed to the selected universities within the period of investigation. The project that suffered least percentage fund disbursement relative to access were programme upgrade (15.69 %) Manuscript book (48.51%), .This indicates that TETFund accorded low priority to publication. In all only 81,17% of accessed fund was disbursed.

Research Question Five: What are the factors that hinder fund accessibility by universities?

Table 4.5: Factors that Hinder Fund Accessibility by Universities

		YES	NO	Mean	SD
1	Failure to submit financial report on previous allocation	9(69%)	4(31%)	1.69	3.56
2	Guideline was too complex to understand	9(69%)	4(31%)	1.69	3.56
3	Processing was too cumbersome	9(69%)	4(31%)	1.69	3.56
4	Failure to meet the deadline given by TETFund	8(62%)	5(38%)	1.61	2.12
5	TETFund asset register was not maintained	8(62%)	5(38%)	1.61	2.12
6	Contractor/supplier was not chosen by the university	8(62%)	5(38%)	1.61	2.12
7	Due process of selecting contractors was not followed	8(62%)	5(38%)	1.61	2.12
8	TETFund was not satisfied with accounting records	8(62%)	5(38%)	1.61	2.12
9	Previous allocation was used for another pressing need	4(40.0%)	9(60%)	1.30	3.56
10	Proposal was found to be inadequate	4(310%)	9(69%)	1.30	3.56
11	Proposal was submitted too late	4(310%)	9(69%)	1.30	3.56
12	Amount allocated was not sufficient to complete the project	4(310%)	9(69%)	1.30	3.56
13	Failure to have a dedicated account for TETFund	3(23%)	10(77%)	1.23	4.95
14	There's an alternative fund that is equal/above TETFund allocation	3(23%)	10(77%)	1.23	4.95
15	Failure to meet TETFund unofficial demand	2(15%)	11(85%)	1.15	6.36

NOTE: Mean from 0 to 1.49 are factors not hindering fund accessibility but Mean value from 1.5 and above hindered fund accessibility.

Table 4.5 shows the factors that hinder fund accessibility by University. 75.0% of the Universities were of the opinion that failure to submit financial report on previous allocation, processing too cumbersome, and complexity of guideline to understand were factors hindering their fund accessibility but 25.0% disagreed. 66.7% of the Universities also agreed that failure to meet deadline given by TETFund, and fixed asset register not maintained by them were factors hindering their fund accessibility but 33.3% disagreed. 58.3% of the universities agreed to the fact that TETFund was not satisfied with accounting records, due process of selection not followed by TETFund, and supplier not chosen by the university were factors hindering their accessibility to fund. However, universities are indifferent as to proposal being found to be inadequate and being submitted too late. In all, eleven out of fifteen (73.33%) factors are responsible for failure to access TETFund allocation.

Research Question Six: What is the difference between fund allocated and fund accessed by the Institutions for the period of (2012 - 2015)?

Table 4.6: Comparison between Fund Allocated and Accessed by the Selected Universities within 2012 and 2015

	Mean (₦)	N	Std. Deviation	Std. Error Mean	T	Df	Sig.
Allocation	3137909091	11	5249601060	1582814274			
Access	1729245005	11	2493345595	751771982.7	1.332	10	0.212

The actual difference in monetary value is as shown below:

AMOUNT ALLOCATED (A) ₦	AMOUNT ACCESSED (B) ₦	DIFFERENCE (A-B) ₦
38,649,000,000.00	20,302,694,250 .00	18,346,305,750.00

Table 4.6 shows the result of paired t-test. The mean allocated fund was ₦ 3,137,909,091, while the mean accessed was ₦ 1,729,245,005. The mean difference between the allocated and access ₦1, 408,664,086, which is large enough to affect the implementation of the approved budget. Nevertheless, when difference was subjected to statistical analysis, the observed $t_{11} = 1.33$; $P > 0.05$. This implies that there was a difference between the fund allocated and accessed but the difference was not statistically significant across all TETFUND projects in the selected universities between 2012 and 2015. Though the difference is not statistically significant, financially, the difference is material.

Research Question Seven: How significant is the difference between fund allocated and fund disbursed to the institutions within the period of (2012-2015)?

Table 4.7: Comparison between Fund Allocated and Fund Disbursed by the Selected Universities within 2012 and 2015

	Mean	N	Std. Deviation	Std. Error Mean	t	df	P
Allocation	3137909091	11	5249601060	1582814274			
Disbursed	1478042092	11	2392096518	721244237.5	1.447	10	0.179

The actual difference in monetary value is as shown below:

AMOUNT ALLOCATED (A) ₦	AMOUNT DISBURSED (B) ₦	DIFFERENCE (A-B) ₦
38,649,000,000.00	16,479,463.007.00 42.64%	22,169,536,993.00 57.36%

Table 4.7 shows the result of paired t-test. The mean allocated fund was ₦ 3,137,909,091, while the mean disbursed was ₦ 1,478,042,092. The observed $t_{11}=1.45$; $P>0.05$. This implies that there was a significant difference between the fund allocated and disbursed..

Research Question Eight: How significant is the difference between fund Accessed and fund disbursed to the institutions within the period of (2012 - 2015)?

Table 4.8: Comparison between Fund Accessed and Disbursed by the Selected Universities within 2012 and 2015.

	Mean	N	Std. Deviation	Std. Error Mean	T	Df	P
Access	1729245005	11	2493345595	751771982.7			
Disbursed	1478042092	11	2392096518	721244237.5	2.056	10	0.067

The actual difference in monetary value is as shown below:

AMOUNT ACCESSED (A) ₦	AMOUNT DISBURSED (B) ₦	DIFFERENCE (A-B) ₦
20,302,694,250 .00	16,479,463.007.00	4,044231243.00
	81.17%	18.83%

Table 4.8 shows the result of paired t-test. The mean Accessed fund was ₦ 1,729,245,005, while the mean disbursed was ₦ 1,478,042,092. The observed $t_{11} = 2.06$; $P > 0.05$. This implies that there was a difference between the fund accessed and disbursed but the difference was not statistically significant across all TETFUND projects in the selected universities between 2012 and 2015.

Research Question Nine: What are the factors responsible for disparity between allocated and accesses fund?

Table 4.9: Factors Responsible for Disparity between Allocated and Accessed Fund

S/N	Accessed Fund Differs from Allocation because:	YES	NO	Mean	SD
1	Poor communication	8(62%)	5(38%)	1.62	4.95
2	Financial returns not submitted	8(62%)	5(38%)	1.62	2.12
3	Poor utilisation of previously accessed fund,	8(62%)	5(38%)	1.62	0.71
4	Guideline was not clear	5(38%)	8(62%)	1.38	0.71
5	Guideline was ignored	4(31%)	9(69%)	1.31	2.12

NOTE: Mean from 0 to 1.49 are not factors causing disparity between amount allocated and amount accessed Mean value of factors from 1.5 and above do..

Table provides reasons for the disparity between allocated and accessed funds. It considered five major factors that account for disparity between allocated and accessed funds. At least sixty two percent (62%) of the University agreed that poor communication, financial returns not submitted, and poor utilization of previously accessed fund, were factors responsible for disparity between allocated and accessed fund.

Research Question Ten: What are the factors responsible for disparity between accessed and disbursed funds?

Table 4.10: Factors Responsible for Disparity between Accessed and Disbursed Funds

S/N	Fund received differs from fund accessed because:	YES	NO	Mean	SD
1	TETfund is too rigid with guideline	10(77%)	3(33%)	1.77	4.95
2	Poor utilisation of previously accessed fund	8(62%)	5(38%)	1.62	2.12
3	Other terms and conditions not met	6(46%)	7(54%)	1.46	0.71
4	Amount received can conveniently complete the project	7(54%)	6(46%)	1.54	0.71
5	Our entitlement was not known to us	5(38%)	8(62%)	1.38	2.12

NOTE: Mean from 0 - 1.49 are not factors causing disparity between amount accessed and disbursed but Mean value factors from 1.5 and above do.

Three factors out five account for disparity between amount accessed and amount disbursed by TETFund. Therefore, rigid guidelines, poor utilization, adequacy of fund received while failures to meet other terms and conditions as well as unknown entitlement were rejected.

Research Question Eleven: To what extent do the TETFund comply with its own guidelines on allocation and disbursement for projects or procurement completed within the period specified

Table 4.11A: Analysis of Allocated fund to Institution Type in Percentage

GUIDELINE ALLOCATION RATIO	50%	25%	25%	
ACTUAL ALLOCATION FOR INTERVENTION YEARS	UNIVERSITY	POLYTECNICS	COLEGE OF EDUCATION	TOTAL ALLOCATION
2011	50.22	27.17	22.61	100
2012	52.14	23.9	23.96	100
2013	50.41	25.68	23.91	100
2014	50.03	24.99	24.98	100
2015	48.56	25.73	25.71	100

Source: w.w.w.tetfund.gov.ng

Table 4.11B: Gaps between Year of Intervention and Year of Fund Disbursed

INTERVENTION YEAR	UNIVERSITY	PURPOSE	YEAR OF RELEASE	RECEIVING BANK	GAP BETWEEN INTERVENTION YEAR AND YEAR OF FUND RELEASE
2011/2012	Ladoke Akintola	AST&D	Nov 18-Dec 3 rd 2014	First Bank	4
2009/2012	Ladoke Akintola	Normal project	Nov 18- Dec 3 rd 2014	Skye Bank	6
2009/2012	Ladoke Akintola	Library development	Nov 18 – Dec 3 rd 2014	Skye Bank	6
2013	Tai Solarin	Academic staff training	Apr-15	UBA	3
2013-2014	FUTA, AKURE	Conference Attendance	Apr-15	First bank	1
2013	Federal University, OYE	Library development	Apr-15	First bank	2
2013	Federal Univeristy, Oye Ekiti	Normal project	May-15	FIDELITY	3
2012/2013	Ladoke Akintola	Academic staff training	Apr-15	First bank	3
2011	Ladoke Akintola	Entrepreneurship	May-15	Skye bank	4
2013	Ekiti State University	Conference Attendance	Apr-15	First Bank	2
2011/2012	Ekiti State University	Manuscripts	Apr-15	First Bank	4
2009/2012	Obafemi Awolowo	Research Project	Apr-15	ECOBANK	6
2011	Obafemi Awolowo	Library development	Jul-15	Oceanic	4
2013	Obafemi Awolowo	AST&D	May-15	Oceanic	2
2014	Obafemi Awolowo	Conference Attendance	Jun-15	Oceanic	1
2009/2012	UNILAG	ANNUAL PROJECT	Aug-15	ECOBANK	6
2012	FUNNAB	AST&D	Jun-14	ZENITH BANK	2
2011/12	FUNNAB	Manuscripts/Book dev	Jun-15	ZENITH BANK	4
2011/2012	FUNNAB	Manuscripts/Book dev	Jun-14	ZENITH BANK	4
2013/2014	OSUN STATE	AST&D	Jul-15	Mainstreet	2
2013/2014	UI IBADAN	Research Project	Jun-15	First bank	2
2014	UI IBADAN	Conference Attendance	Jun-15	WEMA	1
2009/12	Lagos state University	Research Project	Jun-15	UBA	6
2011	Adekunle Ajasin	ENTERPRENEURS HIP	Oct 2015	Access	5

Source: www.tetfund.gov.ng

Table 4.11C: Analysis of Variance on Difference in Percentage Allocation by Institution Type.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	641.92	2.00	320.96	61.22	.000
Within Groups	47.186	9.00	5.24		
Total	689.106	11.00			

Source: Field Report

Table 4. 11D: Information on payment disbursed to beneficiary universities

INTERVENTION YEAR	UNIVERSITY	PURPOSE	YEAR OF RELEASE	RECEIVING BANK	AMOUNT RELEASED ₦	OBSERVATION	% RELEASE
2011/2012	Ladoke Akintola	AST&D	Dec,2014	First bank	30,642,619.00	3 or 4 years after	
2009/2010	Ladoke Akintola	Normal project	Dec,2014	Skye Bank	116,271,000.00	5 or 6 years after	
2009/2012	Ladoke Akintola	Library development	Dec,2014	Skye Bank	91,800,000.00	3 or 6 years after	85% 1 st tranche
2013	Tai Solarin	Academic staff training	Apr,2015	UBA	13,254,000.00	3 years after	100%
2011/2012	Ekiti State University	Manuscripts	Apr,2015	First bank	576,000.00	3 to 4 years after	15%
2013	Tai Solarin	Academic staff training	Apr,2015	UBA	26,223,040.00	2 years after	100%
2013-2014	Futa, Akure	Conference Attendance	Apr,2015	First bank	6,817,960.00	1 to 2 years after	100%
2013	Federal Univ. Oye	Library development	Apr,2015	First bank	51,000,000.00	2 years after	85% 1ST Tranche
2012/2013	Ladoke Akintola	Academic staff training	Apr,2015	First bank	75,195,400.00	2 to 3 years after	
2013	Ekiti State University	Conference Attendance	Apr,2015	First bank	13,461,782.00	2 years after	100%
2009/2012	Obafemi Awolowo	Research Project	Apr,2015	Ecobank	1,979,528.00	3 to 6 years after	
2009/2012	UNILAG	ANNUAL PROJECT	Aug,2015	Ecobank	75,021,000.00	3 to 6 years after	15%
2012	FUNNAB	AST&D	Jun,2014	Zenith Bank	4,169,000.00	2 years after	100%
2011/2012	FUNNAB	Manuscripts/Book dev	Jun,2014	Zenith Bank	143,250.00	3 to 4 years after	15%
2013/2014	OSUN STATE	AST&D	Jul,2015	Mainstreet	131,979,200.00	1 to 2 years after	
2011	Obafemi Awolowo	Library development	Jul,2015	Oceanic	3,750,000.00	4 yearsafter	15%
2013	Federal Uni. OYE	Normal project	May,2015	Fidelity	199,360,000.00	2 years after	56%

2013	Obafemi Awolowo	AST&D	May,2015	Oceanic	25,329,600.00	2 years after	100%
2011	Ladoke Akintola	Entrepreneurship	May,2015	Skye Bank	18,750,000.00	4 years after	25% 2nd tranche
2013/2014	UI IBADAN	Research Project	Jun,2015	First bank	40,457,130.00	2 years after	100%
2009/12	Lagos state university	Research Project	Jun,2015	UBA	2,000,000.00	3 to 6 years after	
2011/12	FUNNAB	Manuscripts/Book dev	Jun,2015	Zenith Bank	1,150,475.00	3 to 4 years after	
2014	Obafemi Awolowo	Conference Attendance	Jun,2015	Oceanic	15,977,000.00	1 year after	
2014	UI IBADAN	Conference Attendance	Jun,2015	Wema	23,450,000.00	1 year after	100%
2011	Adekunle Ajasin	Entrepreneurship	Oct 2015	Access	26,250,000.00	5 years after	25%
2009/10/11/12	UI IBADAN	Research Project	Apr,2015	First bank	35,424,530.00	at least 3 years after	
2012/2013	Adekunle Ajasin	Conference Attendance	Jun2 2014	Zenith Bank	27,473,394.00	at least 2 years after	100%
2013	TAI SOLARIN	Entrepreneurship	May,2015	UBA	10,000,000.00	at least 2 years after	50%
2013/2014	UNILAG	Conference Attendance	May,2015	Access	48,680,956.00	1 to 2 years after	100%
2011-2013	Adekunle Ajasin	Library development	Oct,2015	Zenith Bank	117,300,000.00	2 to 4 years after	85% 1st tranche

Source: w.w.w.tetfund.gov.ng

The guideline provides that 50%, 25%, 25% (2:1:1) of available fund be allocated to universities, polytechnics and colleges of education respectively. This is vertical allocation. As computed in table 4.9A, the guideline was not rigidly followed. Universities were given more than 50% in four (4) years out of five (5) polytechnics above 25% for three years while College of education received below 25% for four years. The highest allocation for university, polytechnic and colleges of education 52.14%, 27.17% and 25.71% respectively while the lowest allocation for university, polytechnic and colleges of education were 48.56%; 23.9% and 22.61% respectively. There are therefore inconsistencies in the allocation of funds in tertiary institutions. For 80% of the period under review, universities were given more than their entitlement at the detriment of polytechnics and colleges of education. For 60% of the period polytechnic benefited more than colleges of education. Only in 2015 colleges of education of was slightly favoured.

According to the guideline, TETFund projects run for one year (project cycle) and universities are expected to execute their projects for the intervention year. The result, however, showed that there are periods of delay ranging from one year to six years before funds were released to the beneficiary universities. On the average timeliness of fund disbursement was 3.36 ± 1.72 years as shown in table 4.11B

As revealed in the above table, in 2014 – 2015, TETFund only responded well when we had three (3) universities who were able to meet up with the fund, and One (1) university was delayed for two years. In 2013 – 2014, four (4) universities were delayed for about two years while three (3) universities were delayed for three (3) years. Between 2012 – 2013 intervention years, one university was delayed for two years, two universities delayed for two (2) years, three (3) universities were delayed for four (4) and six (6) years. In 2011 – 2012, three (3) universities were delayed for four (4) and five (5) years. In 2010 – 2011, a University was delayed for six (6) years. Delay in fund releases will lead to cost overrun.

The only area where TETFund complied with its guideline is in sharing of allocation to universities on equal basis (Table 4.1)

Discussion of Findings

Question one relating to the volume of fund allocated within 2012 and 2015 shows that the least amount allocated to each university was N320, 000,000.00 in 2015 while the highest allocated to each university was N912, 000,000.00 in 2014. Actual amount allocated to each university are N395,000,000.00, N598,000,000.00, N646,000,000.00, N912,000,000.00 and N320,000,000.00 for 2011, 2012, 2013, 2014 and 2015 intervention years respectively. These universities were allocated N38, 649,000,000 within a short period of five years .TETFund allocated fund to beneficiary universities on equal basis. This is in line with its allocation principle of equality of university regardless of age, need, population and state of infrastructures. This is evidenced from allocation letter sent to each university in any intervention year. This has gone a long way to address problem of inadequacy of fund to education from national budget, thus achieving the purpose of establishing TETFund. TETFund projects are of one year cycle and amount allocated in any intervention year is a function how much was collected from registered companies in the preceding year.

Moreover, this represented TETFund annual budget for each university but does not amount to actual disbursement. There was steady growth on amount allocated during this period except 2015 when decline was noticed. This trend was supported by Wiseman – Peacock hypothesis in Bhatia 2009 that public expenditure does not increase in a smooth and continuous manner but in jerks or step like fashion. Mamood (2011), looking at the achievement of TETFund within 26 years of its existence noted that the sum of N375 billion was collected for ETF projects.

However, Campbell, Omolara and Ayotunde (2008) noted that it is not sufficient to mobilize and allocate educational resources but optimal utilization is most important. Jeppson, 2001 was of the opinion that not the volume allocated or budgeted to education but how much was spent for the intended purpose will give evidence of increase spending. This view was supported by Reinikka and Svensson 2001 that in Uganda out of the capitation grant from central government only 22% reached the schools. Nancy et.al (2004), thinking the same line, stated that when increases in public spending fail to generate improvement in the delivery of basic services, it is possible that either there is ineffective transfer of funds among public sector agencies

or that there is deficiency in the capacity of end-user to translate funds into valuable goods and services, along with wastages and corruption. Budgetary allocation can increase but this may not reflect in actual quantity and quality of public service

The sum of N2, 468,000.00 was allocated to each university within a period of five years.

RQ 2. Table 4.2 shows the volume and the percentages of the fund allocated to the projects during 2012 – 2015 in descending order showing TETFund priority in fund allocation. The highest percentage, 51.06% was allocated to physical infrastructure followed by Academic staff training with 20.18% . Research projects AND Institutional Based Research were allocated the least fund of 0.67% and 0.50% respectively. This agrees with the view expressed by Saint, Harnett, and Strassner ((2013) who noted that government decision makers accorded low priority to research and development by spending a pocket-sized 1.3% of its budget on research. Ogundu and Nwokoye (2013) applauded TETFund having alleviated the university problems in the areas of infrastructures, instructional materials and equipment but urge the Fund to do more in the area of human capital development.

This differs a little from result above where staff training and development rank second after physical infrastructures. However, the result is the same with the view expressed by Agha and Udu (2019) where they maintained that TETFund intervention has no significant impact on educational research. Though Baffa, the Executive secretary of TETFund attributed one of the funds disbursed to be under Institution Based Research, only four universities out of eighty four beneficiary institutions received maximum of N2 million each as research grant to academic staff with research proposals.

RQ 3. The quantity of allocated fund accessed for each category of TETFund project for the period (2012-2015) and the percentages of the accessed fund across various projects were shown in Table 4.3

The allocations to Academic staff training and Conference attendance were completely accessed by the selected universities within the period of investigation.

This result indicates that only 52.53% of allocated funds were accessed by these universities. There is a gradual dropping from allocation to access and disbursement

in line with Babalola, Turkur and Nzerbe 2007. Many universities failed to access their allocated funds. Majority of them focused on special and High Impact interventions and neglect normal intervention. Special and High Impact interventions are not governed by any allocation formula but done at the discretion of TETFund Board of Trustees. That was why they failed to access their normal annual intervention. Again, TETFund complained that 90 percent of lecturers' research proposal was very poor and un-fundable. This is one of the reasons why they could not access their fund.

Baffa 2017 attributed poor access to lack of capacity by beneficiary institutions, frequent changes of TETFund desk officer by institutions management and unscrupulous contractors who sometimes abandoned the agency intervention projects. Between 2011 and 2015, N175billion remained accessed, Baffa reported. Dayo (2014) reported that incomplete documentations on the part of the institutions gave rise to inability to access the fund. The process of accessing the fund is too cumbersome (Eno-Abasi, 2015). He further said that delay in documentation of the proposal prevents fund access. Agha and Udu (2019) agreed that in-house politics at the institutional level when submission is being made hinder access. The institutions are responsible for selection ETF forwarding selected proposal to TETFund for consideration and approval

RQ4. Table 4.4 shows the percentages of accessed fund disbursed for each category of TETFund projects. The pattern of access was still observed in terms of complete disbursement. The accessed fund for Academic staff training and Conference attendance were completely disbursed to the selected universities within the period of investigation. The project that suffered least percentage fund disbursement relative to access were programme upgrade (15.69 %) Manuscript book (48.51%), .This indicates that TETFund accorded low priority to publication This view was supported by Saint, Harnett and Strassner (2013) with the report that the Nigeria's low research output is probably a reflection of the low priority accorded research and development by government decision- maker and that Nigeria's Federal university spends only 1.3% of its budget on research. Okebukola (2002) attributed difficulty in accessing research funds to lack of research skills in modern methods, lack of equipment to carry out state- of- the- art research and overload teaching and administrative

schedules. Amount disbursed is only 47.1% of fund allocation. It means that 52.9% of allocated funds are either invested at money or capital market to yield returns. The small amount disbursed was in line with Okeowo, Agunloye and Johnson 2018 who noted that out of a total of N56.81 billion allocated education sector in 2017 budget, only N33.42 billion was released and N31.61 billion utilized as at the end of 2017 fiscal year. TETFund does not allow cost variation.

But judging from the delay in release of fund to beneficiary institutions inflation effect must have affected approved cost. Thus returns from the investment must be high enough above inflation rate. This should be released to beneficiary universities so as to be able to complete the project otherwise cases of abandoned projects will escalate since the released fund cannot complete it. Timing of fund release should be the determinant of whether there will be variation or not but not taking it as a rule. Alex (2018) reporting Baffa, the executive secretary of TETFund noted that 20% of 2015 allocation was disbursed while special intervention, which is discretionary, was 80% of the allocation for the year. Baffa agreed that the primary purpose of establishing the agency, which is to intervene in specific areas regarding investments and financing, was relegated to the background. He maintained that the agency before August, 2016 was marked by corruption.

RQ 5. Table 4.5 shows the factors that hinder fund accessibility by University. 75.0% of the Universities were of the opinion that failure to submit financial report on previous allocation, processing too cumbersome, and complexity of guideline to understand were factors hindering their fund accessibility but 25.0% disagreed. 66.7% of the Universities also agreed that failure to meet deadline given by TETFund, and registered not maintained by them were factors hindering their fund accessibility but 33.3% disagreed. 58.3% of the Universities agreed to the fact that TETFund was not satisfied with accounting records, due process of selection not followed by TETFund, and supplier not chosen by the university were factors hindering their accessibility to fund. However, universities are indifferent as to proposal being found to be inadequate and being submitted too late. The finding is in agreement with Dayo (2014) who reported that incomplete documentation and delay in documentation of proposal on the part of the institutions applying for the fund is one of the reasons for not accessing these funds. Both Dayo (2014) and Eno- Abasi

92015) agreed also that in-house politics affect fund accessibility.. Poor access was attributed to the fact that accessing the fund is too cumbersome (Eno-Abasi 2015).He further remarked that blames should be apportioned to both TETFund and the managers of the institutions also for refusing to publicize the fund.

RQ6. Table 4.6 shows the result of paired t-test. The mean allocated fund was ₦ 3,137,909,091, while the mean accessed was ₦ 1,729,245,005. The mean difference between the allocated and access N1, 408,664,086, which is large enough to affect the implementation of the approved budget. Nevertheless, when difference was subjected to statistical analysis, the observed $t_{11} = 1.33$; $P > 0.05$. This implies that there was a difference between the fund allocated and accessed but the difference was not statistically significant across all Tetfund projects in the selected universities between 2012 and 2015. The actual monetary difference is ₦18, 346,305,750.00. Though the difference is not statistically significant, financially, the difference is material. The factors responsible to disparity were attributed to failure to submit financial report on previous allocation, guideline was too complex to understand, processing was too cumbersome, failure to meet the deadline given by TETFund, TETFund asset register was not maintained, contractor/supplier was not chosen by the university, Due process of selecting contractors was not followed .and that TETFund was not satisfied with accounting records

Majority of these factors are in line with the view expressed by TETFund Executive Secretary, Mahmood, at a workshop. According to him after funds had been allocated to beneficiaries, these funds were not accessed for two to three years. That resulted in the accumulation of billions of Naira un-accessed by the beneficiaries. The report submitted by TETFund consultants revealed inadequacies regarding record keeping and report by tertiary institutions. These include poor record keeping, misappropriation, non-adherence to financial procedure, non-maintenance of separate cash books, incorrect use of accounting codes, non-maintenance of vote books, incorrect calculation of VAT and withholding tax, Fixed assets register not kept, relevant documents not attached to vouchers and confusion on application of VAT rules. This view was supported by Dayo (2014) who reported that incomplete documentation on the part of the institutions applying for the fund is one of the reasons for not accessing these funds

RQ7. Table 4.7 shows the result of paired t-test. The mean allocated fund was ₦ 3,137,909,091, while the mean disbursed was ₦ 1,478,042,092. The observed $t_{11}=1.45$; $P>0.05$. This implies that there was a significant difference between the fund allocated and disbursed. The disbursement of the fund is based on TETFund laid down regulations. The regulation further provides that: the first tranche will be released once the project is approved and money paid into a dedicated account for the purpose; further disbursement in stages of second and third tranches subject specifically to the satisfactory utilization of the fund released on identified project(s); the projects approved shall not be varied without the prior approval of the fund. Failure to comply will lead to forfeiture of the allocations, and that the desk/project officers to issue practical completion certificates of projects that have been completed or supplied. The actual monetary between allocated fund and fund disbursed is ₦22,169,536,993.00 (53.36%) The fact that there is a gap between allocated and disbursed funds is not an indication of leakages in the system. The factor responsible for the difference is due to failure to submit financial return of previously disbursed funds. This is a form of feedback to allow second and third tranches to be disbursed. Thus, the amount reaching provider organization is very small in relation to fund allocated at the centre. This amount not disbursed is large enough to affect project implementation .This is in line with Reinikka and Svensson 2001 where only 22% of allocation got to the provider organisation..

RQ 8. Table 4.8 shows the result of paired t-test. The mean Accessed fund was ₦ 1,729,245,005, while the mean disbursed was ₦ 1,478,042,092. The observed $t_{11}=2.06$; $P>0.05$. This implies that there was a difference between the fund accessed and disbursed but the difference was not statistically significant across all TETFund projects in the selected universities between 2012 and 2015. The actual monetary difference of N4,044,231,243.00. This will impact negatively on project implementation. This account for some of the problems universities are still facing such as library not being stocked with current books, insufficient accommodation for students and poor quality training for staff according to(Adavbiele et.al, 2016).

RQ 9. Table 4.9. This table considered five major factors that account for disparity between allocated and accessed funds. More than fifty eight percent (58.3%) of the University agreed that poor communication, financial returns not submitted, and poor utilization of previously accessed fund, were factors responsible for disparity between allocated and accessed fund. However, only less than forty two percent agreed that guideline not clear or ignored were factors responsible for the difference between allocated and accessed funds.

The executive secretary of TETFund (Baffa, 2017) submitted that many scholars in the institutions were oblivious of intervention thereby leading to poor access. He further attributed poor access to challenges of staffing making reference to newly established Universities. Due to the inability to meet TETFund guideline requirements, the guideline was ignored by most universities on previous fund allocated. This leads to poor utilization of previous fund accessed and an appraisable financial return could not be submitted. Baffa remarked that some of the beneficiary institutions failed to understand the utilization of the fund and therefore could not access the fund. In the same vein, scholars in some of the institutions on receipt of the funds for their masters or doctoral programmes oversea simply misappropriated the fund without going for further studies and /or in collaboration with their institutions changed their country of study without the approval of TETFund. He cited example of somebody, who received N30 million to study in America but simply changed country of study to Uganda or Kenya where he spent only N10million.

RQ 10. Table 4.10. This looked at five main factors responsible for disparity between accessed and disbursed funds. 83.3% Universities revealed that TETFund is too rigid with guideline as the major reason for disparity between accessed and disbursed funds, 66.7% Universities attributed poor utilization of previously accessed fund to causes of disparity between accessed and disbursed funds, and 58.3% of the Universities agreed that there were some terms and conditions not met which was responsible for the disparity. However, 50% of the universities are indifferent as to whether the amount received can conveniently complete the project or not as it is a relative term depending on the magnitude or nature of the project.

The above factors were affirmed to be true. TETFund Chief executive noted that the length of time taken to obtain Approval –in- Principle is too long and there was the

need to shorten it. This brings in element of flexibility as against rigidity with guideline which leads to disparity between accessed and disbursed funds. He remarked that benefiting institutions do not understand the utilization of this intervention and thereby failed to access it. Some scholars in some of the institutions on the receipt of fund for either masters or doctoral programmes overseas simply misappropriated the funds without going for further studies or in collaboration with their institutions changed their countries of study without the approval of TETFund. (Baffa 2017)

Table 4.9A shows the allocation principle and trend used by TETFund for the Universities, Polytechnics and colleges of Education. There was a contrast in pattern between universities and the two other tertiary institutions (Polytechnic and Colleges of Education). For the periods under investigation, 2012 to 2015, the sampled universities received up to above 50% they were entitled to for four years out of five. On the other hand, the polytechnics were allocated more than 25% they were entitled to for three years out of five and colleges of education always received less than 25% for four years out of five. TETFund guideline on agreed ratio of fund allocation to University, Polytechnic and Colleges of Education is being violated

Effort was directed towards finding out whether the difference in percentage of allocation was quite significant among the three types of tertiary Institutions using ANOVA and group means. The $F_{2,9} = 61.22$; $P < 0.05$. The mean percentage allocation for University between 2012 and 2015 was 43.54, Polytechnic was 29.69 while that of Colleges of Education was 26.78. It was found that the difference between the percentage allocation in principle and the actual allocation was significantly different in favor of Polytechnics and colleges of Education but never favor Universities. The standard deviation for university is too high

According to the guideline, TETFund projects run for one year (project cycle) and universities are expected to execute their projects for the intervention year. The result, however, showed that there are periods of delay ranging from one year to six years before fund were released to the beneficiary universities.

The result shows how TETFund released fund to the universities. In 2014 – 2015, TETFund only responded well when we had three (3) universities who were able to meet up with the fund, and One (1) university was delayed for two years. In 2013 – 2014, four (4) universities were delayed for about two years while three (3) universities were delayed for three (3) years. Between 2012 – 2013 intervention years, one university was delayed for two years, two universities delayed for two (2) years, three (3) universities were delayed for four (4) and six (6) years. In 2011 – 2012, three (3) universities were delayed for four (4) and five (5) years. In 2010 – 2011, a university was delayed for six (6) years. Delay in fund releases will lead to cost outrun. Gohou and Soumare 2010 agreed that the disbursement may be an important determinant of a project successful implementation and can impact on project negatively. World Bank 2005 and Niang2006 also agreed with this view. The delay in fund disbursement were in line with Anne (2017), who observed that interruption of all the school activities which eventually affected the learning schedule was occasioned by delay in disbursement of government grants to schools in Kenya.. He remarked that delayed commencement of academic activities led to inadequate syllabus coverage and consequently poor academic performance of the school. The conclusion of Kipkoech and Kyalo(2010) and Mikiko (2010) was that there were delays in the disbursement of government funds to public schools. Orutu (2012) observed that not only there were delays in the disbursement of funds but also some schools failed to get the funds completely.

In some universities, there are cases of abandoned projects because fund release negatively affected project implementation. Thus in the area of fund disbursement, TETFund failed to comply with its own guidelines. The only area where TETFund complied with its guideline is in sharing of allocation to universities on equal basis (Table 4.1) above

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The study was on implementation of TETFund projects in South –West, Nigeria between the period 2012-2015 years of intervention. The study considered financial difficulties facing Nigerian universities as a result of underfunding from National budgets over the years. This was why Tertiary Education Trust Fund (TETFund) was established as an intervention strategy. Issues relating to TETFund operations were considered. The purpose of the study was to examine the extent to which provisions of TETFund guidelines on allocation, access, disbursement, timeliness and utilization have been complied with and to know the effect of these variables on TETFund implementation on various non-wage projects in the higher institutions in south west, Nigeria.

Literatures covering conceptual, empirical and theoretical aspects of the study were reviewed. An appraisal of literature was made. The theory of Public and Social accountability was used for this study. Existing model of Principal and Agent was used to support the study while new one showing specific responsibilities of actors was developed by the researcher for clarity of functions of TETFund and beneficiary institutions.

This study adopted descriptive survey as samples were drawn from the population which cannot be manipulated by the researcher. All thirteen (6 federal and 7 state) public universities in the South-west were enumerated. All projects for which fund were allocated for the period were enumerated TETFund Implementation Questionnaire and TETFund Data Inventory were used to collect data. The instrument were validated and found to be reliable.

It was found that huge sum of money have been allocated to Public universities within a period of four years. Out of the N34.5 billion allocated only 52.06% was accessed by the universities. Also, only 81.17% of sum accessed was actually

disbursed which represent 42.64% of total allocation. The researcher equally found that TETFund is not committed to follow the guideline for accessing the fund. The disbursement stated ratio 2:1:1 (50%, 25% and 25%) was allocated to Universities, Polytechnics and colleges of education respectively. The allocation ratio may be justified on two grounds. Academic Senior Staff of Nigeria Universities fought for the fund. Also, financial need of Universities is more than the remaining two. The result showed that Universities never received 50% allocate to them but only received 47.69%, 43.98%, 42.15% and 40.15% for years 2012-2015 respectively

Another area of violation of the guideline was the delay in disbursement of funds to universities. The project cycle is expected to run for one year but because of the delay in fund disbursement or universities failed to submit financial returns many projects could not complete as planned. In extreme cases we have projects abandoned for years before such projects were finally completed. The finding further showed that each university received equal amount in line with TETFund guideline. On the other hand, many universities failed to submit their financial returns and did not keep adequate financial records. The following are the detailed findings drawn from the study:

TETFund is playing its role as an intervention body as far as allocation is concerned. There is a steady growth in the amount being allocated to universities annually though sometimes we found a lower allocation. The allocation depends mostly on the ability of collecting agent, Federal Inland Revenue service. Since 2011 when the Education Trust Fund was changed to Tertiary Education Trust Fund, Universities now have higher allocation of 50% compared to when all higher institutions shared 50% allocated to them. The volume of allocated fund, if released, will go a long way to alleviate Universities financial burden annually. This issue of disbursement rests squarely on the universities complying with TETFund guidelines.

Allocation of fund is based on equality principle, hence all Universities received equal amount regardless of age and diverse needs. To cater for universities specific needs Special and High Impact interventions were introduced but allocation and disbursement are at the discretion of TETFund Board of Trustees and not by guideline provisions. This is prone to abuses. Many universities found it so easy to apply for Special and High Impact interventions but abandoned their normal annual interventions. Many universities failed to access their allocated fund. This is so because universities did not keep adequate financial records and often times failed to account for the money already collected. This is against TETFund guideline. Financial returns are expected to be submitted to ensure that fund disbursed are not only accounted for but used for intended purpose. The delay in fund disbursement may be associated with this or other factors known to TETFunds. All universities, however, accessed one hundred percent of allocation for Academic Staff Training and Development and conference attendance

TETFund is not wholly committed to its guidelines. While allocation principle of university equality was followed, accessing and disbursement of funds were at a variance to the guidelines.

The sharing formula of 2:1:1 to university, polytechnics and college of education respectively was not adhering to by TETFund. Frequently, we found universities receiving less than it deserves.

Universities did not receive 50% allocated to them but polytechnics and colleges of education received more than 25% each entitled to. There is therefore no fairness in fund allocation

5.2 Conclusion

TETFund has enough money to alleviate financial inadequacies of Universities. Though funds, whatever volume, cannot meet all the needs of the universities, amount available through TETFund intervention can go a long way to address some of these needs. Available information shows there is wide gap between allocated funds and amount disbursed to the universities. The causes of delay for fund release may be attributed to both parties, TETFund or university. Often times, TETFund blamed the delay on bank clearing system which takes longer time before fund disbursed get to the beneficiary. At times blame is apportioned to university for lack of rendition of financial return to facilitate timely release of next tranches. Now that direct transfer can be made without going through bank clearing system, the gap between allocation and disbursement should be closed. If this gap persists, delay in fund release will continue to impede timely completion of projects.

Universities only accept projects proposals for which the fund is allocated in any intervention year. Universities may have many projects but the proposal have to be in line with what is available. Thus, their peculiar needs are not addressed. The provision of TETFund guidelines being flouted by universities does not give room for effective implementation. The perceived rigidity of guidelines may be relaxed not in terms of record keeping and submission of financial returns but in the area of accessibility. Increase accessibility should be encouraged while reducing all factors hindering fund disbursement to the barest minimum,

5.3 Recommendations

Institutions should bridge the gap between allocated and disbursed fund. The shortest method of doing this is compliance with TETFund guidelines. This will go a long way to reduce financial problem of Universities. It will give room for rapid growth. Money is available to the university; university needs only to comply with TETFund guidelines so as to benefit maximally. Accessibility and disbursement of TETFund intervention should be improved upon.

Effective communication is strongly recommended to university authority so that staff members can know what is available to them and the requirements to be met. In this regard, timely information becomes necessary. Any belated information will do no good to any staff in particular and university at large.

It is strongly recommended that university ensures that amount disbursed is expended for the purpose. Instances abounds where oversea training was changed to local training. This is likely to discourage TETFund

Expand TETFund the thematic intervention areas to accommodate actual needs of the Universities. While physical structures are very important, laboratory equipment and teaching aids are even more crucial. This will improve quality of universities graduates in the field of engineering medical and basic sciences.

Identify the potential strength of each university and allocate available fund in line with identified needs. It is true that almost all the universities have similar courses but there are cases where a university has potential more than others. This should be explored. This will stimulate universities to develop their potentials. It requires sincerity of purpose to develop technological innovations.

In extreme cases, report erring universities to the regulatory body- Nigerian University Commission. This will increase level of compliance with TETFund guidelines.

5.4 Contributions to Knowledge

This study revealed that physical infrastructure received the highest fund allocation but research activities as well as book development were not well funded within the same period of time. It further showed that only 46.3% of fund allocated was disbursed to all the universities in the South-west, Nigeria. Academic staff training and development as well as conference attendance were completely accessed while book development and programme upgrade was not accorded high priority across all the universities in the South- west. The tall procedures and bureaucracies involved give way to difficulties in accessing the allocated fund and slow down fund disbursements to universities. The inability of universities to access the allocated fund hindered the successful implementation of TETFund projects in the South-west.

In addition, the study developed a conceptual model of fund flow from TETFund to universities indicating their respective responsibilities. In a clear form , it showed the responsibility of TETFund for allocation and disbursement of funds while universities are expected to access allocated fund and utilizing same for the intended purposes. It revealed that both TETFund and universities violated the requirement of the approved guidelines.

5.5 Limitations of the Study

This study is not about tracking of Tetfund allocation. It focuses on implementation of TETFund projects only. It was practically difficult to obtain relevant information from TETFund contactors as none of them was at the site during the period 2012-2015. Though workers were on site, they could not provide useful information. The study was limited to university alone, polytechnics and colleges of education were excluded because more time is required to do this

Resistance was encountered initially as the study dealt with financial figures. The fear was based on possible sanctioning by TETFund for disclosing such information. The researcher overcame the obstacles by collecting a letter of introduction from bursar of one the universities who allay their fears. The bursars then saw the researcher, who

also is an accountant, as one of them. They were willing to assist though it took a long time

5.6 Suggestions for Further Studies

The following are suggested areas requiring further study.

Further research should be conducted on other higher Institutions such as Polytechnics and college of education. The study can be replicated in other zones to corroborate the findings or otherwise.

Cross analysis of universities, polytechnics and college of education can be undertaken. Tracking of TETFund money is important so as to get value for money. The money should be followed.

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APPENDIX 1

UNIVERSITY OF IBADAN

DEPARTMENT OF EDUCATIONAL MANAGEMENT

TETFund Implementation Questionnaire

Dear Respondent,

A study is being conducted on “Implementation of Tertiary Education Trust Fund Intervention in Public Universities in South Western Nigeria”. As part of effort to achieve objectives of the study, you are kindly required to complete this questionnaire with sincerity. The information supplied will be strictly used for academic purpose.

Thank you.

.....
Oyelekan, K. M

Part A

1. Name of the Institution:
- 2, State:
3. Year of establishment:
4. Ownership of the Institution: State () Federal ()
5. Has the Institution Benefited from TETFund between 2006 and 2010: Yes () No ()

TETFund Implementation Questionnaire

Kindly tick as appropriate in the column provided in front of the following statements.

Please note that SA= Strongly Agreed, A= Agreed, D =Disagreed, SD=Strongly Disagreed

SECTION A

S/N		SA	A	D	SD
1	Implementation started immediately TETFund released the fund				
2	Due process was followed in the selection of contractors/ suppliers				
3	The estimated cost of facility was adequate				
4	Amount received was spent on the projects				
5	Structural defect render the facility useless for the purpose				
6	Rework was carried out to make facility fit for the purpose				
7	Equipment provided added no value to the facility				
8	Normally , projects are not completed as scheduled				
9	Fund released was delayed				
10	Fund release delay affected project completion				
11	At times fund meant for these projects are used for other purpose temporarily				

SECTION B

REASONS FOR DISPARITY BETWEEN ALLOCATED AND ACCESSED FUNDS

Factors responsible for disparity between allocated and accessed fund.

Please if you agree tick YES but if not tick NO

S/N	Accessed fund differs from allocation because:	YES	NO
1	Poor communication		
2	Financial returns not submitted		
3	Poor utilization of previously accessed fund,		
4	Guideline was not clear		
5	Guideline was ignored		

SECTION C

The following factors are said to hinder fund accessibility by University. Please if you agree tick YES but if not tick NO

REASONS FOR UNACCESED FUND

		YES	NO
1	Failure to submit financial report on previous allocation		
2	Processing was too cumbersome		
3	Guideline was too complex to understand		
4	Failure to meet the deadline given by Tetfund		
5	Tetfund asset register was not maintained		
6	Tetfund was not satisfied with accounting records		
7	Due process of selecting contractors was not followed		
8	Contractor/supplier was not chosen by the university		
9	Proposal was found to be inadequate		
10	Proposal was submitted too late		
11	Previous allocation was used for another pressing need		
12	There's an alternative fund that is equal/above TETfund allocation		
13	Failure to have a dedicated account for TETfund fund		
14	Amount allocated was not sufficient to complete the project		
15	Failure to meet TETfund unofficial demand		

SECTION D

REASONS FOR DISPARITY BETWEEN ACCESSED FUND AND DISBURSED FUND

Factors Responsible for Disparity between Accessed and Disbursed Funds.

Please if you agree tick YES but if not tick NO

S/N	Fund received differs from fund accessed because:	YES	NO
1	TETfund is too rigid with guideline		
2	Poor utilization of previously accessed fund		
3	Other terms and conditions not met		
4	Amount received can conveniently complete the project		
5	Our entitlement was not known to us		

TETFund DATA INVENTORY (TDI)

PROJECT DETAILS	INTERVENTION YEAR	AMOUNT ALLOCATED(N)	AMOUNT ACCESSED(N)	AMOUNT RELEASED(N)	BALANCE DUE (IF ANY) (N)	PERCENTAGE OF COMPLETION
	2012					
Physical Infrastructure						
Library Project						
Research Project						
Entrepreneurial Centre						
Manuscript/ Books						
Publication Development						
Institution Based Research						
Research Fund						
Programme Upgrade						
Academic Staff Training and Development						

Conference Attendance						
	2013					
Physical Infrastructure						
Library Project						
Research project						
Entrepreneurial Centre						
Manuscript/ Books						
Publication Development						
Institution Based Research						
Research Fund						
Programme Upgrade						
Academic Staff Training and Development						
Conference Attendance						

	2014					
Physical Infrastructure						
Library Project						
Research Project						
Entrepreneurial Centre						
Manuscript/ Books						
Publication Development						
Institution Based Research						
Research Fund						
Programme Upgrade						
Academic Staff Training and Development						
Conference Attendance						
	2015					

Physical Infrastructure						
Library Project						
Research Project						
Entrepreneurial Centre						
Manuscript/ Books						
Publication Development						
Institution Based Research						
Research Fund						
Programme Upgrade						
Academic Staff Training and Development						
Conference Attendance						

APPENDIX 2:

Federal Government Budgetary Allocation to Education in Nigeria:1960-2015

YEAR	Allocated as % Total Budget	YEAR	Allocated as % Total Budget
1960	6.02	1988	2.40
1961	6.15	1989	3.55
1962	5.19	1990	2.83
1963	3.45	1991	1.09
1964	3.65	1992	3.86
1965	3.57	1993	5.62
1966	4.23	1994	7.13
1967	4.88	1995	7.20
1968	2.84	1996	12.23
1969	2.20	1997	17.59
1970	0.69	1998	10.27
1971	0.53	1999	11.12
1972	0.62	2000	8.36
1973	0.88	2001	7.00
1974	2.96	2002	5.90
9175	4.57	2003	1.83
1976	8.71	2004	10.5
9177	3.12	2005	9.30
1978	11.44	2006	11.00
1979	3.70	2007	8.09
1980	4.95	2008	13.00
1981	6.45	2009	6.54
1982	8.09	2010	6.4
1983	4.04	2011	1.69
1984	4.49	2012	10.00
1985	3.79	2013	8.70
1986	2.69	2014	10.60
1987	1.93	2015	9.50

Source: Central Bank of Nigeria (2015) statistical bulletin and Information .From www.nigeria.gov.com

APPENDIX 3:

Allocation to Education as % of GNP in 20 Selected Countries in the World, including Nigeria as at 2012

S/N	Country	% Budget Allocated to Education	Rank
1	Ghana	31.0	1 st
2	Cote d'Ivoire	30.0	2 nd
3	Uganda	27.0	3 rd
4	Morocco	26.4	4 th
5	South Africa	25.8	5 th
6	Swaziland	24.6	6 th
7	Mexico	24.3	7 th
8	Kenya	23.0	8 th
9	United Arab Emirates	22.5	9 th
10	Botswana	19.0	10 th
11	Iran	17.7	11 th
12	USA	17.1	12 th
13	Tunisia	17.0	13 th
14	Lesotho	17.0	14 th
15	Burkina Faso	16.8	15 th
16	Norway	16.2	16 th
17	Colombia	15.6	17 th
18	Nicaragua	15.0	18 th
19	India	12.7	19 th
20	Nigeria	8.4	20 th

Source: World Bank (2012)

APPENDIX 4

COMPUTATION OF ACTUAL ALLOCATION TO INSTITUTIONS

GUIDELINE ALLOCATION RATIO	50%	25%	25%	
INTERVENTION YEAR	UNIVERSITY	POLYTECNICS	COLEGE OF EDUCATION	TOTAL ALLOCATION
2011	395,000,000.00	252,900,000.00	191,000,000.00	
Number of Institutions	58	49	54	
% ALLOCATED	50.22	27.17	22.61	
EXPECTED ALLOCATION	-	-	-	
EXCESS/DEFICIT	22,910,000,000.00	12,392,100,000.00	10,314,000,000.00	
2012	595,000,000.00	337,000,000.00	319,000,000.00	1,251,000,000.00
Number of Institutions	63	51	54	
TOTAL	37,485,000,000.00	17,187,000,000.00	17,226,000,000.00	71,898,000,000.00
ALLOCATED	52.14	23.90	23.96	100.00
EXPECTED ALLOCATION	35,949,000,000.00	17,974,500,000.00	17,974,500,000.00	
EXCESS/DEFICIT	1,536,000,000.00	(787,500,000.00)	(748,500,000.00)	
2013	646,000,000.00	443,000,000.00	390,000,000.00	1,479,000,000.00
Number of Institutions	70	52	55	
TOTAL	45,220,000,000.00	23,036,000,000.00	21,450,000,000.00	89,706,000,000.00
% ALLOCATED	50.41	25.68	23.91	100.00
EXPECTED ALLOCATION	44,853,000,000.00	22,426,500,000.00	22,426,500,000.00	
EXCESS/DEFICIT	367,000,000.00	609,500,000.00	(976,500,000.00)	
2014	912,000,000.00	661,000,000.00	581,000,000.00	2,154,000,000.00
Number of Institutions	74	51	58	
TOTAL	67,488,000,000.00	33,711,000,000.00	33,698,000,000.00	134,897,000,000.00
% ALLOCATED	50.03	24.99	24.98	100.00
EXPECTED ALLOCATION	67,448,500,000.00	33,724,250,000.00	33,724,250,000.00	
EXCESS/DEFICIT	39,500,000.00	(13,250,000.00)	(26,250,000.00)	
2015	337,000,000.00	250,000,000.00	227,000,000.00	814,000,000.00
Number of Institutions	70	50	55	
TOTAL	23,590,000,000.00	12,500,000,000.00	12,485,000,000.00	48,575,000,000.00
% ALLOCATED	48.56	25.73	25.70	100.00
EXPECTED ALLOCATION	24,287,500,000.00	12,143,750,000.00	12,143,750,000.00	
EXCESS/DEFICIT	(697,500,000.00)	356,250,000.00	341,250,000.00	

APPENDIX 5

TETFUND GUIDELINES

QUALIFICATION OF BENEFICIARY

An institution qualifies as Tetfund beneficiary when it is approved by the Board of Trustees of Tetfund. To qualify as Tetfund beneficiary, the following must be fulfilled by prospective institutions:

- ❖ The prospective beneficiary must be a Public Tertiary Institution.
- ❖ The institution must be recognized by the relevant regulatory body – NUC, NBTE or NCCE with evidence made available both at the institution and the relevant regulatory ;
- ❖ The institution must have been established by law via an Act of Parliament or Edict of the State House of Assembly and signed into law by the President or State Governor, as the case may be;
- ❖ Academic activities, that is, Student Admission, teaching and learning, must have commenced at the institution
- ❖ Formally application to the Fund to be enlisted as a beneficiary of the Fund;
- ❖ Tetfund shall visit to verify that academic activities have commenced and thereafter recommend to the Board of Trustees for enlistment as a beneficiary;
- ❖ Following approval by the Board of Trustees, the institution shall be enlisted and formally notified.

2.8.3 Focus and Tetfund Intervention categories.

- ❖ Beneficiaries of the Fund are required to submit project proposals upon which the funds would be applied. Tetfund requires that such projects must be in line with the beneficiary institution's core mandate and should be relevant to teaching, learning and research; including improving the learning and teaching environment.
- ❖ As approved by the Board of Trustees, Tetfund Interventions can be categorized as follows:

2.8.4 Specific Requirements for Gaining Access to Normal Allocation

This allocation to beneficiaries of Tetfund is on annual basis aim at assisting the beneficiaries when submitting proposal so as to accelerate approval in principles and for easy access to allocated funds.

a) Infrastructure/Equipment/Furnishing-Based Interventions

- ❖ The Beneficiary must have fully completed the previous year's intervention projects with release of the Final Tranche
- ❖ For beneficiaries in arrears of unaccessed dedicated allocations, the Board of Trustees allows for a merger of up to 4years of the unaccessed allocations; subject however to the satisfactory completion and verification of the previous year's intervention projects. However, concurrent utilization of yearly allocations is not allowed, that is, the Fund does not approve of intervention projects of different years running together.
- ❖ Submission of proposed projects to the Fund to the sum of the allocated amount must be in line with the beneficiary institution's core mandate and should be relevant to teaching, learning and research; including the learning and teaching environment.
- ❖ The proposed projects must be justified and total cost attached to each item. Details shall be attached in the appendices to the submission.
- ❖ The proposed project submission will be vetted and Approval-in-Principle (AIP) granted if satisfactory.
- ❖ Due Process of vendor engagement must be undertaken in line with the Public Procurement Act (PPA) 2007 and on conclusion; all relevant details of the proceedings are presented to the Fund for vetting in this regard.
- ❖ Release of funds in tranches follows the satisfactory conclusion of the Due Processes.

b) Academic-Based Interventions

- ❖ Submission should be made to the Fund not later than two (2) months to the time of commencement of the programme
- ❖ The allocation of a particular year should be accessed with a maximum number of three (3) different submissions to mop-up the funds allocated to the beneficiary institution.
- ❖ All submissions should be made in both hard and soft copies. The soft copies should be Excel format and submitted in a new flash drive.

2.8.5 Physical Infrastructure and Provision of Equipment

To access allocated funds for the infrastructure/equipment-based intervention, two (2) major stages are involved:

- (a) Obtaining Approval-in-Principle (AIP) for projects, and
- (b) Due Process of vendor engagement in line with the Public Procurement Act 2007, leading to access of funds

1.8.6 Requirement for Approval-In- Principle

For Infrastructural (Construction-related) Projects:

- Soil Test result, especially for difficult consistently wet terrain; for areas with weak soil structure and for high rise structures.
- Detailed Architectural Working Drawings, with seal of Architect and signed, including evidence of Practice License.
- Detailed Engineering Design Drawings (Structural, Electrical and Mechanical), sealed and signed by the Designer Engineer. Design should integrate result of soil test in engineering design.
- Detailed Bills of Quantities (BOQ), devoid of Prime Cost (PC) items and Provisional sums, especially of works measurable from the drawings.
- Where Consultants are engaged, submission to Tetfund must include copies of letters of commissioning of the consultants and their acceptance. The details of consultancy fees in line with the Federal Government approved Scale of Fees for Professionals in the Construction Industry must be included.
- The project must be fully functional – built, finished, furnished and equipped/installed in the case of equipment.
- For Rehabilitation Projects, the following shall be required for vetting:
 - i. Photographs showing the current state of the facility to be rehabilitated/renoted
 - ii. Schedule of Dilapidation
 - iii. For projects that involve conversion, submission of the as-built drawings
 - iv. Submission of the drawing showing the new proposed layout
 - v. Bill of Quantities

For Procurement-related Projects:

- i) Inventory of items to be procured should be submitted, which should contain quantity of items to be purchased, unit rate and total cost. Unit rates should consider importation cost (where applicable, and taking the official exchange rate into consideration), cost of clearance at port, relevant statutory charges, transportation to site, installation cost, training cost (where applicable), profit margin.
- ii) Genuine Pro-forma Invoice, with Cost submission quoted in the Nigerian Currency – the Naira and not in foreign currency. All conversions must have been done, taking into consideration the factors highlighted above.
- iii) Submission of Manufacturer's Catalogue/Brochure of technical specifications, showing sample photographs of the equipment, unit cost, and other technical specifications of the equipment.
- iv) Sample Photographs of the items to be purchased. Dimensioned drawings of sketches of furniture are also acceptable
- v) Inclusion of vat where applicable. Withholding Tax (Wht) inclusion is not acceptable
- vi) Installation requirements with cost (where applicable)
- vii) Non-inclusion of consumables

2.8.6.2 Specific Technical Requirements

All presentations are to be done in A3 Format the sheet should have Title Panel showing the details of the project, including scale, date, drawing title, consultant (where applicable), sheet in serial number.

b) Civil/Structural Engineering

- Foundation Plan and Sections incorporating the soil test-recommended depth of foundation
- Structural Design of Columns and their bases, with reinforcement details
- Structural Design of Beams & Lintels
- Staircase reinforcement details (where applicable)
- Structural Design of Floor Slab
- Detailed Structural Design/specification of Steel Roof structure (Where applicable)
- Bending Schedule (where applicable)

- Calculation Sheets, duly endorsed by a Registered Structural Engineer with affixed seal
- Culvert design for external works
- Drainage design showing peaks and slope directions with gradient; and
- Professional Seal on drawings

(a) Electrical Services Engineering Design

- Lighting Points design
- Power/Socket Outlet design
- Fire Detection/Fire Alarm layout
- Load Analysis
- General Schematic Distribution Diagram
- General External Lighting designs of the site; and
- Professional Seal on drawings

(b) Mechanical Services Engineering Design

- Site Plan showing Soil waste drainage system
- General Water Supply Layout
- Roof drainage layout
- Water Tank details (where applicable)
- Air-conditioning system layout (where applicable)
- Fire Extinguisher layout (where applicable)
- Fire Detection and Fire Alarm layout (where applicable)
- Septic tank/Soak away pit design; and
- Professional Seal on drawings

(c) Quantity Surveying/Bills of Quantities (BOQ)

- Use of Standard Method of Measurement (SMM), presented in Excel format. Hand-written entries are not acceptable
- Ensure clarity of description of works in the bills and bills should harmonize with specifications and quantities in the design drawings
- Preliminaries should be broken down in details
- Rates of works must be realistic and consistent all through

- Rates should be reflective of the market prices in the geo-political zone where institution is situated
- Elements whose quantities are numeric in nature should be confirmed from the drawing to ascertain the accuracy of its measurement
- Inclusion of State Taxes in the bills is not allowed. Only VAT, Preliminaries and Contingencies are allowed
- All PC sums should be measured and priced; likewise Provisional sums where applicable.
- Professional Seal on the Bills of Quantities

2.8.6.3 Requirements for the Disbursement of Funds.

Due Process Requirements for Accessing The First (1st) Tranche Of Funds Are As

Follows:

(a) Advertisement

This is the first thing to do after obtaining AIP. The requirements are as follows:

- Advert must be in at least two (2) National Newspapers and the Federal Tenders Journal
- Advert must state criteria/conditions upon which interested bidders would be assessed for pre-qualification. The conditions shall be in line with the provisions of the Public Procurement Act 2007
- Evidence of observance (copy of advertisement) must be submitted to the Fund

(b) Pre-Qualification

The Technical and Financial capabilities of Expressers of Interest (E.O.I) are evaluated at the Pre-Qualification stage. The Pre-Qualification stage is very important, as it is the stage where technical and financial competences of bidders are measured. Beneficiaries (i.e., the Procuring Entity) should be wary of persons/companies in receivership, who are insolvent or are bankrupt. Evidence of the Pre-Qualification exercise must be submitted to the Fund alongside other documents.

(c) Tender Action

- Successfully pre-qualified bidders should be formally communicated and issued Tender documents for pricing
- Invitation to tender should state Closing Date and Time and copies of this should be submitted to the Fund.
- Tetfund should be invited to witness Opening of Tenders, with such invitation reaching the Fund not later than two (2) weeks to the date of the event;
- Record of Attendance of all those present at the Opening of Tenders should be taken in the handwriting of all attendees. Each person should sign the attendance register, indicate the organization they represent, with contact phone numbers and email address;
- Copy of the attendance record should be submitted to the Fund in raw form.

(d) Bid Evaluation

- All opened and validated bids shall be evaluated and analyzed professionally to decide on the most responsive and best evaluated bid (not least tender)
- The Tenders Board of the Procuring Entity shall make recommendations on the winning bids
- In instances where thresholds exceed the approval limit of the procuring entity, a higher approval should be sought – that is, Ministerial Tender Board (MTB) or the Federal Executive Council (FEC), depending on the cost of the project
- Copy of Minutes of Tenders Board meeting and where applicable, the MTB should be forwarded to the Fund, including, where applicable, the “Certificate of No Objection”/Federal Executive Council (FEC) approval of award.

(e) Letter of Commitment

All beneficiaries are expected to include a Letter of Commitment in their Due Process submission to the Fund. The Letter of Commitment is an undertaking from the beneficiary to immediately commence the project execution on receipt of the first (1st) tranche of funds. This is to discourage the practice of keeping money in fixed facility over a period before commencing the project. Tetfund strongly objects to the practice of money fixing by the beneficiary institutions.

2.8.6.4 Requirements for Accessing the Second (2nd) And Final Tranches

Release of the second (2nd) tranche is subject to the following:

- Beneficiaries must apply to the Fund and show physical proof through photographs that the funds released in the 1st tranche have been fully utilized;
- Verification visit by Officers of the Fund during Project Monitoring;
- Submission of two (2) copies of financial renditions, with a copy addressed to the Internal Audit Unit (IAU) of the Fund through the Executive Secretary;
- Issuance by the IAU of a Clearance Certificate to process the funds

Requirements for Issuance of Audit Clearance (to be submitted by beneficiaries)

- Payment Vouchers (PVs)
 - Financial Returns
 - Expenditure on Projects
- (f) Bank Statement of Account showing the lodgment of the 1st tranche and the payments from it
- Bank Reconciliation Statement
 - Progress Report on Tetfund Form Store Receipt Vouchers (where applicable in the case of procurement projects)
 - Copies of Valuation/Payment Certificates as issued by the Consultants (Where applicable)

2.8.6.5 Requirements for Release of the Final Tranche

To qualify for release of the Final Tranche, all the above listed documentations in item shall be required. However, the projects must have been fully completed, duly inscribed with the Tetfund insignia and Year of Intervention and verified by Officers of the Fund.

2.8.7 Interventions Involving Projects with Construction and Procurement Components

In order to ease the problem of non-release of funds at the final tranche stage due to problems associated with deferential completion periods on a given intervention where construction and procurements are involved, such intervention shall be split into two (2) – Construction on one hand and Procurement on the other, so that they run as parallel interventions within the same intervention. In effect, the submission on such intervention will no longer be as a single

submission, but as two (2) and not more than two (2) batches, which would be reconciled and processed as such. This is to eliminate the long-standing problem of contractors who have been able to fully complete their segment of the intervention but cannot access the final tranche because the construction component within the same intervention is still on-going.

2.8.8.0 Guidelines and Requirements for Accessing funds for Library Development, Institution –Based Research.

2.88.1 Academic manuscripts/books publication and academic research journal

Library development: Requirements for The Issuance of Approval-In-Principle (AIP).
Covering Letter

- Executive Summary of the Proposal
- List of Proposed Books stating the Author, Publishers, Year of Publication, Quantity, Unit Cost and Amount
- List of Equipment stating Manufacturer, Specifications, Unit cost and Total Cost
- Genuine Pro-forma Invoice from reputable sources including sample photographs of such equipment
- For Furniture-related procurements, catalogues/photographs of the type of wood to be used For E-Library, detailed specification/description of the items should be provided with cost

2.8.8.2 Requirements for the Release of the First Tranche

- Copy of Letter of AIP
- Evidence of Advertisement for Pre-qualification in the National Dailies and the Federal Tenders Journal, in line with the provisions of the Public Procurement Act 2007
- Evidence of Invitation of TETFund to the Tender Opening event
- Copy of the Raw Attendance at the Opening of Tenders
- Evidence of Tender Analysis and Recommendation
- Minutes of Tenders Board meeting
- Letter of Commitment to commence the projects immediately after the release.

2.8.8.3 Institution-Based Research

Disbursement of funds shall be in two tranches of 85% and 15%. Requirements to access the funds include the following:

- Covering Letter (Request for Approval of Proposal)
- Executive Summary (Research Outline, Synopsis/Abstract and Statement of the Problem/Challenge)
- Institution-Based Research (IBR) Lead Researcher Profile Form
- Completed Annexure 1 Form
- Detailed Profile of Researchers
- Minutes of meeting of Institution's Committee on Research
- Evidence of Approval of Proposed Research Project by the Committee
- Institution-based Research Project shall not exceed N2million; however, National-based research is exempted from this limit
- Time Table (including Commencement and Expected Date of Termination of Research Work)
- Cost Estimates for Development of Abstract (Field work, Report Writing, Conferences, Publications in relevant Journals Cost Estimate of other Research Materials.

2.8.8.4 Academic Manuscript/Book (AMB) Development Intervention

Disbursement of funds shall be in two tranches of 85% and 15%. Requirements to access the funds include the following:

- Covering Letter (Request for Approval of Proposal)
- Executive Summary (Synopsis and Titles of Proposed Publications/Books)
- Minutes of meeting of the Institution's Committee of Authors/Publication
- Completed TETFund Academic Manuscript/Book Development Author's Form
- Curriculum Vitae (C.V.) of the Author(s)
- Evidence of ISBN
- Evidence of Peer Review

Table of Content and Foreword of Manuscript

- Detailed cost breakdown
- Detailed Implementation Plan
- To qualify for the Final release of 15%, the Institution shall forward to the Fund.
- copies of the published book

2.8.8.5 Requirements for Accessing Academic Research Journal (ARJ)

Disbursement of funds shall be in two tranches of 85% and 15%. Requirements to access the funds include the following:

- Bound copies of the last three (3) editions of the Journal (where it exists) or an Artist's impression of the Cover Page (if just being established)
- Composition of the Editorial Board
- Editorial Policy, Frequency (Annual, Quarterly, etc); Copyright and other details (usually contained under "Notes to Contributors")
- Evidence of Registration of the Title with the National Library of Nigeria as an International Serial (i.e. ISSN)
- Minutes of meeting of the Editorial Committee
- Submission of a comprehensive proposal of the publication
- Detailed Cost breakdown to publish the Journal
- TETFund should be acknowledged in the Journal as Sponsor
- Three (3) copies of each TETFund-funded edition should be submitted to the Fund for records

2.8.9.1 Guidelines and Requirement for Accessing Funds for Academic Staff Training & Development (AST&D) Programme and Conference Attendance.

2.8.9.2 Eligibility for the Programme

To be eligible for the Academic Staff Training and Development programme, beneficiaries must have met the following conditions:

- (a) Be nominated by the Beneficiary's institution through the institution's AST & D Committee or Staff Development Committee as the case may be;

- (b) Completed Tetfund AST & D Nomination Form duly signed by the Head of Department, Dean of Faculty and the Vice Chancellor or Rector or Provost of the beneficiary institution;
- (c) Submitted current Admission Letter (with cost implication, if the programme is tenable in foreign Universities/Institutions)
- (d) Submitted his/her Curriculum Vitae;
- (e) Submitted a duly completed, signed and stamped Bond form with the beneficiary
- (f) Institution where he/she is an employee in the teaching profession of the institution;
- (g) Submitted his/her Bank Details, i.e. Official Salary Pay Point.

2.8.9.3 Mode of Sponsorship

The Mode of Sponsorship and current worth of the scholarship (in Naira) for the respective programmes as approved by the Board of Trustees are as follows:

- (a) Ph.D Science (Local) Programme – ₦1, 500,000.00 for 3 years at the rate of ₦500,000.00 per year;
- (b) Ph.D Arts (Local) Programme – N1, 050,000.00 for 3 years at the rate of N350,000.00 per year;
- (c) Masters Science (Local) Programme – N700,000.00 for 2 years at the rate of N350,000.00 per year;
- (d) Masters Arts (Local) Programme – N500,000.00 for 2 years at the rate of N250,000.00 and;
- (e) All Foreign Programmes enjoy full sponsorship as follows:
 1. Cover for Tuition fees, Bench Fees, Living Expenses, Health Insurance and Passages
 2. Variation of costs on Annual Tuition Fees ONLY, but subject to confirmation from the foreign University where the AST & D Scholars are studying; and
 3. Foreign Programmes in the ratio 70% for Science, Engineering and Technology-based courses including Bench Work and 30% for Arts/Social Science-based Courses that are critical to the development of any segment of the Nigerian economy.
- (f) Foreign Masters is for a maximum period of 18months (1^{1/2} years)
- (g) Foreign PhDs is for a maximum of 3^{1/2} years; and
- (h) Bench Work period, ranges from 3months to a maximum of 1year.

2.8.9.4 Mode of Disbursement of funds to the Scholars

Approved funds for beneficiaries are released en-block to the beneficiary institution's Tetfund-Dedicated accounts. The beneficiary institution is advised to open a domiciliary account (for foreign programmes) and lodge these monies. This is to cushion the effect of exchange rate fluctuations. The released monies are to be disbursed on annual basis to the scholars on receipt of the scholar's progress reports; and

1. Copy of the scholar's progress report must be forwarded to the Fund
2. First Disbursement to the approved scholar by the beneficiary institution should not be more than three (3) weeks of receipt/release of funds from Tetfund.

2.8.9.5 Documentation Requirements

The following documentation is required for accessing the AST & D funds:

1. List of Beneficiaries completed in the Tetfund Institution Personnel Nomination Form, i.e. Tetfund/NOM-SDT/FORM AS;
2. Outline of the areas of training
3. Name of Institution/Venue where training is tenable
4. Date(s)/Period and Duration of the training
5. Detailed Cost estimates for the training for the respective candidates including
 - i. Cost implication per candidate per year, especially for foreign programmes
 - j. Letter(s) of Admission of the respective nominated candidates/staff (i.e. current and/or validated admission)
 - k. Candidate's course status, i.e. extent of completion (i.e. for returning students) certified

By the Registrar of the Institution where programme/course is being run;

- l. Evidence of course completion, that is, Thesis and Certificate, must be forwarded to the Fund
- m. Evidence of Acceptance for Bench Work – i.e. short Research-based training towards the completion of an on-going (local) Ph.D programme. Bench Work establishes and consolidates institutional linkages between world class foreign Universities and Nigeria.

2.8.9.6 Requirement for Accessing Funds for Conference Attendance.

- i. Documentary evidence of the Conference(s) to attend; including Conference fees;
- ii. Conference Date/Duration;
- iii. Completed Tetfund Institution Personnel Data Forms for Academic and Non-Academic Staff, i.e. Tetfund/IPD-CA/FORM AS and TETF/IPD-CA/FORM NA
- iv. Department/Unit of Staff/Conference Attendee indicating academic and non-academic; and Categories
- v. State respective budget/cost implication for each potential beneficiary;
- vi. Submission should reach the Fund two (2) months to the commencement of the programme.
- vii. Back-to-Office report with copy of certificate of attendance must be submitted to the Fund.

2.8.10 Requirements for Accessing Funds for Teaching Practice, Entrepreneurship Study Centres.

2.8.10.1 Teaching Practice Supervision

Only Academic Staff supervising students on Teaching Practice are eligible for sponsorship. The requirements for accessing the Teaching Practice Intervention funds are as follows:

- i. Schedule indicating dates/periods and duration of teaching practice supervision for the Intervention Year;
- ii. Names, Rank and Department of Academic Staff to be involved in the supervision;
- iii. Names of Schools/Venue where the supervision is taking place;
- iv. Detailed Cost implication per supervision during the period of supervision;
- v. Completed Tetfund Personnel Nomination forms;
- vi. Detailed cost implication for the establishment or improvement of the mini teaching laboratory; and
- vii. Executive Summary of the submission

2.8.10.2 Entrepreneurship Study Centre (ESC)

To access funds for the establishment of Entrepreneurship Study Centres, the requirements highlighted in Section 6.1 to 6.3.3 of this document apply.

2.8.11.3 Internal audit clearance certificate.

The Internal Audit Unit (IAU) duties in the processing of beneficiaries' payments after the first (1st) tranche actually start from request by the beneficiaries for the second (2nd) and final tranches. However, the following are basic requirements of the IAU for the processing of the 2nd and 3rd tranche disbursements for beneficiaries:

- Dedicated Bank Statement solely for Tetfund showing evidence of all lodgments and all payments there from, essentially for projects being retired, i.e. Normal Intervention, Library Intervention, High Impact or Special Projects as the case may be;
- E-Payment schedules in line with the Federal Government policy; Payment Vouchers with supporting documents such as necessary approvals by the authorities of the benefitting institutions, Advance Payment Guarantees, Contract Agreements, Receipts from Payees, etc;
- Evidence of deduction and remittance of taxes to the relevant Revenue body; Copies of Store Receipt Vouchers and Store Issue Vouchers and Invoices for items procured;\
- Returns on Expenditure Form (Form No. TETF/DF/IAU/FR/02);
- Returns Form (Form No. TETF/DF/IAU/FR/01);
- General overall progress of work achieved by the beneficiary on the initial release, shall be determined by comparing the amount disbursed to payments made to the beneficiaries' contractors; and
- Where funds have been utilized for items outside the approved projects or any of the above documents is not made available, Audit Clearance for further disbursements will not be issued.

2.8.12.0 Monitoring of projects.

The Fund is required by Law to monitor and evaluate execution of projects for which intervention funds have been provided to beneficiaries. The following are some of the strategies put in place for monitoring the utilization of Tetfund funds:

(a) Project/Programme Monitoring

This is the Regular routine and/or Ad-hoc monitoring and evaluation by Staff, the Board of Trustees and other stakeholders such as Committees of Education of both the Senate and House of Representatives, NGOs, National Planning Commission, etc; and

(b) Financial Monitoring

This involves special financial auditing either by Audit Consultants appointed by the Fund, Staff of the Fund; any interested Stakeholders, as well as the Fund's retained External Auditors. They would usually examine the Tetfund-dedicated accounts opened and operated by beneficiaries of Tetfund intervention funds.

2.8.13.0 Required Qualifications of Beneficiary Desk Officers.

Beneficiaries are required to appoint Desk Officers with relevant competences and experience in the various aspects of interventions of the Fund. Amongst other functions, the Desk Officers are also required to work in harmony with the institution's Bursary Department for the submission of accurate and complete rendition of financial transactions on TETFund interventions. The following would serve as a guide.

2.8.13.1 Infrastructure/Equipment-Based Interventions

Desk Officers having the following competences are recommended:

- Registered Architect, Civil/Structural/Building Engineer or Quantity Surveyor with relevant Professional certification
- Not less than 10years post graduation and working experience
- Versatility in Site/Project Administration
- Project Management Qualification and experience is an added advantage

2.8.13.2 Academic/Content-Based Interventions

The Institution's Director of Academic Planning is recommended for appointment for all Academic-based interventions, viz, Academic Staff Training and Development, Research and Journal publications, Conference Attendance, Book and Manuscript Development.

2.8.13.3 Library Intervention

The Institution's Librarian shall act as Desk Officer for all matters involving Library Intervention.

2.8.14.0 Timeliness for the delivery of TETFund- related interventions.

2.114.1 For Infrastructure-Based Interventions

S/N	ACTIVITY	TIME ALLOWED	
1	Submission of Documents to TETFund after receipt of Letter of Allocation	For Infrastructure-based Projects	Not more than 10weeks (including Due Process to engage Consultants and preparation of detailed designs)
		For others involving Procurements and Academic-based interventions	Not more than 6weeks
	Processing and Issuance of Approval-in-Principle (AIP)	2weeks from date of receipt in the processing Department of the Fund	
	Conclusion of Due Processes and Submission of Due Process Report Vendor engagement (excludes those requiring higher approvals, that is those outside the institution's threshold)	Not later than 9weeks from Date of receipt of AIP	
	Vetting & Processing of and crediting of the 1 st Tranche into Beneficiary's Account	2 weeks from date of receipt of Application for 1 st tranche	
	Commencement of Project implementation on site	2 weeks from date of receipt of funds by beneficiary	
	Monitoring of Project after the first release	6 weeks from date of release of funds to beneficiary	

Monitoring Visit for the release of the 2 nd Tranche	2 weeks from date of receipt of beneficiary's request (time includes obtaining approval to travel and payment of travel allowances)
Issuance of Audit Clearance to relevant processing Department	3 working days from date of receipt of Financial returns
Submission of Field Inspection Report	3 working days from date of Arrival back in Office
Processing of 2 nd and Final Tranche Payment to crediting of beneficiary's account	1 week from date of submission of Field report
Monitoring Visit for the final tranche to payment of final tranche	The periods stated in items 7 to 10 shall apply

14.2 FOR ACADEMIC/CONTENT-BASED AND LIBRARY INTERVENTIONS

All Academic-based interventions MUST be submitted in not more than THREE (3) installments

SN	ACTIVITY	TIME ALLOWED	
1	Submission of Documents to TETFund after receipt of Allocation Letter	Not later than 6weeks	
2	Vetting and Processing of Submission for AIP (for Library Only)	2 weeks from date of receipt in the processing Department	
3	Vetting and Processing of Academic-based intervention proposals for Approval	2 weeks from date of receipt in the processing Department	
4	Processing of letters of release of funds by the initiating Department	1 week from date of receipt from the ES' office	
5	Processing of funds and crediting of account of beneficiary for Academic-based interventions	1week from date of receipt in Finance Department of TETFund	Audit Unit – 2 working days
			Finance Dept. – 3 working days
6	Observance of Due Process of Library-Based interventions and submission of documents to the Fund for release of funds	9 weeks from date of receipt of AIP	
7	Vetting of Library intervention Due Process Report	1 week from date of receipt in processing Department	
8	Processing of funds for Library intervention by the Finance Department to crediting of beneficiary's account	1 week	Audit Unit – 2 working days
			Finance Dept. 3 working days
9	Monitoring Visit for release of the Final tranche on Library intervention to payment of beneficiary	The periods stated in 14.1 (7) to (10) shall apply	

2.8.15.0 Impact assessment.

The Fund shall from time to time conduct Impact Assessment on beneficiaries' completed projects. The aim is to assess the level of impact such projects have had after completion, taking into cognizance the conditions existing before the projects came into place. By reason of this therefore, beneficiaries are to diligently articulate and have a well-documented "Condition Report" before the intervention. The documentation should be accompanied with relevant statistical data that would enable impact measurement after the intervention.

Not only will this assist in determining impact when such facilities are in use, a basis and guide would also have been created through lessons learned for future interventions that should necessarily be more impactful.

2.8.16.0 Conclusion.

All the guidelines contained in this manual shall remain valid and binding from the date it becomes effective, unless otherwise modified by approval of the Board of Trustees.

Any modification or variation of the TETFund guidelines manual for accessing intervention funds shall only be made by the TETFund Board of Trustees, after due consideration to any proposal for modification or variation from any beneficiary or stakeholder.

Source: Tertiary Education Trust Fund.

January 2014



UNIVERSITY OF IBADAN,
Ibadan, Nigeria.

M. A. ALATISE, B.Sc, M.Sc, MBA, ACTI, FCA
Bursar

Tel: IBADAN 02-81037414-4

Mobile: +234-803-311-7399 +234-805-506-6112

E-mail: bursar@mail.ui.edu.ng | michaelalatishe@yahoo.com
ma.alatise@mail.com

Cables & Telegrams: University Ibadan www.ui.edu.ng

17th July, 2018.

The Bursar,
University of Lagos,
Akoka,
Lagos State.

LETTER OF INTRODUCTION

I write to introduce **OYELEKAN Kayode Michael** a PhD student with Matric Number 120274 in the Department of Educational Management, University of Ibadan.

He is presently working on a dissertation titled: '**Implementation of TETFUND projects in Public universities in the south west Nigeria**'. Oyelekan is in need of data and information for the successful completion of his dissertation. Please note that whatever information/documentation given will be used for academic purposes only.

Please, any assistance that could be extended to him in making this dissertation successful will be highly appreciated.

Warm Regards.

Dr. M.A. Alatise

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