ALVAN JOURNAL OF SOCIAL SCIENCES (AJSS)
FACULTY OF SOCIAL AND MANAGEMENT SCIENCES
ALVAN IKOKU FEDERAL UNIVERSITY OF EDUCATION, OWERRI
https://www-ajsspub-org.b12sites,com https://www.ajsspub2.org
E- ISSN: 3043 – 5463 ISSN: 1595 – 5842 VOULUME 2, ISSUE 2, 2025

RESEARCH ARTICLE

TETFUND INTERVENTION ON NON-HUMAN RESOURCES AS CORRELATE OF INFRASTRUCTURAL DEVELOPMENT OF TERTIARY INSTITUTIONS IN IMO STATE

[1] Rita Chigozie OSUALA, [2] Camillus Ugochukwu EKEH, [3] Racheal Ukachi URENYERE

[1] Faculty of Education, Alvan Ikoku Federal University of Education, Owerri; [2] Faculty of Education, Imo State University, Owerri; [2] Faculty of Education, Alvan Ikoku Federal University of Education, Owerri

ABSTRACT

This study was an investigation of TETFund resources on non-human resources as correlate of infrastructural development in tertiary institution in Imo State. Two research questions and two hypotheses were formulated and tested using simple linear approach at 0.05 level of significance. The design adopted was correlation research design. The population consists of three thousand three hundred and sixty four (3,364) lecturers from the seven state and Federal owned tertiary institutions in Imo State, the sample was three hundred and thirty six (336) lecturers which is 10% of the population drawn through cluster and proportionate random sampling techniques. The instruments are two rating scales titled "Tertiary Education Trust Fund Scale (TETFS) and Infrastructural Development Scale (IDS). The instruments were validated by two Measurement and Evaluation experts and reliability established to be 0.76 and 0.74 for TETFS and IDS respectively using crombach alpha statistics. Pearson product moment correlation coefficient (Pearson r) statistics was used to answer the research questions while t-test of simple linear correlation statistics was used to test the hypotheses at 0.05 level of significance. Findings of this study revealed that both provision of physical infrastructure and provision of instructional materials/ equipment have high, positive and significant relationship with infrastructural development of tertiary institutions in Imo State. The study recommended among others that stakeholders including TETFund should continue to prioritize and invest in the development and maintenance of physical infrastructure..

Keywords: TETFund, tertiary education, non-human resources, infrastructural development, instructional material.

Corresponding Author
Rita Chigozie OSUALA. Email Address: osualarita@yahoo.com
Telephone Number: +2348033323583

Received: 16/5/2025; **Revised:** 29/6/2025; **Accepted:** 17/7/2025; **Published:** 30/7/2025

ALVAN JOURNAL OF SOCIAL SCIENCES (AJSS)
FACULTY OF SOCIAL AND MANAGEMENT SCIENCES
ALVAN IKOKU FEDERAL UNIVERSITY OF EDUCATION, OWERRI
https://www-ajsspub-org.b12sites,com https://www.ajsspub2.org
E- ISSN: 3043 – 5463 ISSN: 1595 – 5842 VOULUME 2, ISSUE 2, 2025

1.0. INTRODUCTION

Over the years, the various levels of education in Nigeria have been confronted with various problems which ranges from financial, human to physical resource insufficiencies. It is for this reason that various steps have been taken by the government to restore the dwindling fortune of the nation's educational system. However, most affected among the levels of education within the country is the tertiary level of education. Tertiary education is an institution of higher learning, where people's minds are trained for clear thinking, for independent thinking, for analysis and for problem solving at the highest level.

The tertiary level of education is very strategic in the educational sector of the country since it is the apex of the education system. As stated by the Federal Republic of Nigeria FRN (2013:25), "tertiary education shall make optimum contribution to national development: intensifying and diversifying its programmes for the development of high level manpower within the context of the needs of the nation". The importance of the tertiary system of education cannot therefore be over-estimated, as it has resulted in the continuous increase in the number of tertiary institutions in the country (Akele, 2013). The educational sector all over the world plays a key role in providing the needed balance in the form of skilled manpower, inculcation of acceptable societal norm, developing techniques and methodologies that are required for the nation to thrive.

However, the basic resources needed to provide quality service delivery in the nation through the educational system are usually in short supply. Since the overall development of the nation is anchored on the development of tertiary education, all efforts need to be made to ensure that these institutions survive in all of their endeavours. It is based on this premise that various organizations and agencies have been set up to see to the overall management, provision of fund, control and monitoring of these institutions (Akele, 2013). This is to enable them contribute and enhance the economic position of the nation. In order to redeem the image or lost glory of tertiary institutions, monitoring agencies are employed to intervene, fund and revamp the tertiary institutions vis- à-vis position the nation or the path of development via the efficiency and effectiveness of these tertiary institutions. One of these organizations and agencies is Tertiary Education Trust Fund (TETFund).

Tertiary Education Trust Fund (TETFund) was established as an Intervention Agency under the Education Tax Act No. 7 of 1993 to take charge of tax fund in providing essential services to tertiary institutions. Tertiary Education Trust Fund Act, 2011 repeals the Education Tax Act which was charged with the responsibility for managing, disbursing and monitoring the education tax to public tertiary institutions in Nigeria by imposing a two percent (2%) Education Tax on the assessable profit of all registered companies in Nigeria (Udu & Nkwede, 2014). Education Trust Fund (ETF) was replaced by TETFUND as a result of Federal Government funding and take-over of basic education in Nigeria. The major mandate of the fund as provided in section 7(1) (a) to (e) of the TETFund Act, 2011 is to administer and disburse the amount in the fund to Federal and State tertiary educational

ALVAN JOURNAL OF SOCIAL SCIENCES (AJSS)
FACULTY OF SOCIAL AND MANAGEMENT SCIENCES
ALVAN IKOKU FEDERAL UNIVERSITY OF EDUCATION, OWERRI
https://www-ajsspub-org.b12sites,com https://www.ajsspub2.org
E- ISSN: 3043 – 5463 ISSN: 1595 – 5842 VOULUME 2, ISSUE 2, 2025

institutions, specifically for the provision and maintenance of the non-human resources such as:

1. Essential physical infrastructure for teaching and learning;
2. Instructional material and equipment

The Tertiary Education Trust Fund (TETFund) therefore, as one of the intervention agencies of the government has been established with the responsibility of seeing to the survival of the tertiary education system. The intervention funds can easily be accessed by guidelines established by the Board of Trustees of the Fund in line with its enabling Act. The guideline consists of the requirement that should mandatorily be met in order to qualify as a beneficiary of the fund on one hand and the conditionalities for 'accessing the intervention fund once enlisted as beneficiary (TETFund, 2014). For an institution to benefit from TETFund, it must be enlisted by approval of the Board of Trustees of TETFund to qualify as a beneficiary of TETFund intervention funds. To be enlisted as a TETFund beneficiary, the following must be fulfilled by prospective institutions (TETFund, 20 14:11):

i. The prospective beneficiary must be a Public Tertiary Institution that is, Federal or State University, Polytechnic and College of Education (COE).

ii. The institution must be recognized by the relevant regulatory body — NUC, NBTE or NCCE as the case may be and evidence of this should be available both with the institution and the regulatory body for citing.

iii. 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.

iv. Academic activities, that is, Student Admission, teaching and learning. must have commenced at the institution.

v. The prospective institution shall formally apply to the Fund to be enlisted as a beneficiary of the Fund.

vi. TETFund shall visit to verify that academic activities have commenced and thereafter recommend to the Board of Trustees for enlistment as a beneficiary.

vii. Following approval by the Board of Trustees, the institution shall be enlisted and formally notified (p.1 1).

In the face of non-human, financial and material inadequacies in the nation's tertiary institutions, the standard of teaching and learning have continually been threatened with poor provision of resources.

Based on the mandate of TETFund, Okereke (2015) stresses that the use of adequate and quality resources aide effective teaching and learning process in tertiary institutions. Infrastructures as parts of the resources and facilities which aid the effectiveness and quality

of teaching and learning process have great potentials for knowledge dissemination, effective learning, and the development of more efficient and effective educational services. The provision of requisite facilities in tertiary institutions would be a powerful way to contribute to educational change, better prepared students, improvement in learning outcomes and competencies of learners, as well as equipping students with survival skills in the world of work. Adequate provision of infrastructural facilities by TETFund in tertiary institutions could become a tool for helping the students to become job creators, instead of job seekers, therefore, there is need to provide and maintain adequate infrastructural facilities and instructional materials/equipment.

In light of these challenges, the development of tertiary education in Nigeria encounters substantial hurdles arising from persistent underfunding. This financial constraint manifests in a scarcity of material resources, inadequate infrastructural facilities, and limitations in teaching and learning resources and library services. Within the existing landscape of tertiary education, characterized by resource deficiencies, the critical question arises: can tertiary institutions independently champion and sustain the cause of sustainable development?

This inquiry prompts essential questions, such as the efficacy of TETFund in fulfilling its designated responsibilities and the potential relationship between TETFund intervention and infrastructural development within tertiary institutions specifically situated in Imo State. The urgency to address these issues compels the researcher's to embark on this study, seeking to uncover nuanced insights into the effectiveness of TETFund interventions and their correlation with infrastructural development in Imo State's tertiary education sector.

1.1. Objectives of Study

The general purpose of this study was to ascertain TETFund intervention as correlate of infrastructural development of tertiary institutions in Imo State. Specifically, the study ascertained the coefficient of:

1. relationship between provision of physical infrastructure by TETFund and infrastructural development of tertiary institutions in Imo State,
2. relationship between provision of instructional materials/equipment by TETFund and infrastructural development of tertiary institutions in Imo State.

1.2. Research Questions

The researchers posed the following research questions to guide the study

1. What is the coefficient of relationship between provision of physical infrastructure by TETFund and infrastructural development of tertiary institutions in Imo State?
2. What is the coefficient of relationship between provision of instructional materials/equipment by TETFund and infrastructural development of tertiary institutions in Imo State?

1.3 Research Hypotheses

The following research hypotheses were formulated and tested at 0.05 level of significance.

H_1: The coefficient of relationship between provision of physical infrastructure by TETFund and infrastructural development of tertiary institutions in Imo State is significant.

H_2: The coefficient of relationship between provision of instructional materials/equipment by TETFund and infrastructural development of tertiary institutions in Imo State is significant.

2.0. CONCEPTUAL CLARRIFICATION AND LITERATURE REVIEW

Teaching can only be effective when adequate and relevant instructional materials are used. Many educators and researchers have reported the importance of instructional materials and equipment in tertiary schools, hence, TETFund can assist in providing needed instructional materials and equipment to tertiary schools. Onasanwa and Omosewo (2011) defined instructional material as system components that may be used as part of instructional processes which are used to disseminate information message and ideas or which make possible communicable in the teaching-learning process. The materials used for enhancing instructional effectiveness are aspect of media employed for achieving the instructional objectives. Recent emphasis on instructional materials is on that in which learners are made to have active participation. Active participation of learners will increase motivation and also minimize thought associated with learning, thus, increasing learning experience (Afolabi & Adeleke, 2010).

Infrastructures are crucial resources to the improvement of tertiary institutions in Nigeria. Ajibola (2010) explained infrastructure as the set of interconnected structural elements that provide development, hence, in the school system, infrastructural facilities are those equipment (Hard or Software) and materials other than human effort used in the teaching and learning processes. According to Amadi and Ohaka (2018), infrastructure is regarded as a wide array of physical assets required to support both private economic activities and social services. Basically, infrastructure does not only contain economic infrastructure but also encompasses social infrastructure that is essential for a society to function. Social infrastructure includes schools, hospitals, courts, prisons, parks and recreational facilities, libraries, community housing, public safety building and facilities, city halls and facilities, and the like. Operationally, infrastructures are the basic facilities, services and installations that are needed for the functioning of a system. In this context, educational infrastructure is defined as the assets required to support and improve educational activities. These are facilities that enhance the achievement of educational goals. They are significant aspects of the school that hold much in the teachers and students' performances in teaching and learning process.

ALVAN JOURNAL OF SOCIAL SCIENCES (AJSS)
FACULTY OF SOCIAL AND MANAGEMENT SCIENCES
ALVAN IKOKU FEDERAL UNIVERSITY OF EDUCATION, OWERRI
https://www-ajsspub-org.b12sites,com https://www.ajsspub2.org
E- ISSN: 3043 – 5463 ISSN: 1595 – 5842 VOULUME 2, ISSUE 2, 2025

Infrastructural development is a vital force towards increasing the value and usefulness of building and public facilities. Provision of portable water, electricity, drainages, sanitary facilities, sewage disposal and access roads essentially complement the buildings in such public schools while contributing to the proper functioning of the physical developments. The importance of infrastructural development in the implementation of any educational policy of a country cannot be overemphasized as human capital utilization can only succeed where appropriate facilities are readily available. Consequently, the role of infrastructural development in transforming education for sustainable national development cannot be overemphasized. Infrastructure investment and its consumption services have significant implications for achieving sustainable developmental objectives in educational institutions (Isibor, 2013).

Non-human resources refer to assets and materials that are utilized in the provision of goods and services, distinct from human resources, which encompass the workforce. These resources are critical for organizational operations and can include various types of physical, technological, financial and informational assets. Understanding non-human resources is essential for efficient management and operational effectiveness. Some empirical studies include: Ogundu and Nwokoye (2015) who examine the role of Tertiary Education Trust Fund TETFund in the development of universities in Nigeria where two research questions guided the study and the findings was among others that infrastructural development is either completed or 0n-going in most universities in Nigeria with the help of TETFund as federal government alone cannot bear the burden of university financial need.

Also, Ogundele and Moronfoye (2013) examined the relationship between infrastructural development and academic goals achievement of Kwara State tertiary institutions in Nigeria adopting correlation design and stratified random sampling technique using 300 respondents as the sample, Five research questions and five hypothesis guided the study, questionnaire was used as instrument and Spearman rank order pearson product moment statistics through t-test was used for hypothesis testing. The findings showed that infrastructural facilities development variables like building, transport, recreation and infrastructural facilities have significant relationship with variables of academic goals achievement.

Another research Adavbiele (2016) investigated the impact of TETFund on tertiary institutions taking a core look at college of Education Etiadolor as a case study. Descriptive survey design and a random sampling technique was used to select 200 students in 3 faculties. Simple percentage and mean were used to analyzed the data and results showed that TETFund lacks effective internal control and this has given rise to numerous ills, the institutions stand high risk of losing large portion of its resources through wastage and misappropriation. Also Aprebo and Onyeike (2018) studied on utilizing library improvement and institutional research activities through TETFund intervention scheme by universities in River and Bayelsa States. Two research questions and two hypotheses guided the study, a descriptive survey design and all the twenty five (25) directors of: Academic planning,

Physical planning, Desk officers, and works were used as sample. The data was analyzed using mean, standard deviation and Anova. The results showed that TETFund facilities are utilized for library improvement and institutional research development.

While the Tertiary Education Trust Fund (TETFund) serves as a pivotal intervention strategy designed to bolster tertiary institution development, addressing crucial areas such as physical infrastructure and instructional material and equipments persistent concerns persist regarding the adequacy of these interventions. Despite the substantial financial commitments from the federal government, grievances continue to emerge, citing insufficient infrastructure, materials, and equipment across Nigerian tertiary institutions. This discrepancy is poignantly articulated by Eze (2014), who asserts that the decay in non-human (physical infrastructure, material and equipment) resources within Nigerian tertiary institutions is a direct consequence of inadequate funding. This shortfall in financial support has far-reaching implications, leading to the deterioration of infrastructural facilities and hindering the availability of essential teaching and learning resources, including library facilities, research capabilities, and training opportunities. The cumulative effect is a compromised educational environment that jeopardizes the pursuit of academic excellence and sustainable development within tertiary institutions in Nigeria.

3.0. METHODS

The researchers adopted a correlation research design which involved simple Linear approach. The study was carried out in state and federal tertiary institutions in Imo State. The target population of the study consisted of all three thousand, three hundred and sixty four (3,364) lecturers (teaching staff) from the state and federal institutions. The sample size was three hundred and thirty six (336) lecturers amounting to 10% of the population in each institution using cluster and proportionate random sampling techniques.

The instruments for data collection are; two sets of rating scale. titled: Tertiary Education Trust Fund Scale (TETFS) and Infrastructural Development Scale (IDS). The TETFS was adopted from Amaechi (2016) while IDS was developed by the researchers. TETFS has 20 items which were used to measure the extent to which TETFund has met their mandates on physical infrastructures and instructional material and equipment to the tertiary institutions while IDS has 15 items which were used to measure the extent of infrastructural development in the tertiary institutions. The instruments were constructed on a 5-point scale response options ranging from Very High Extent (VHE), High Extent (HE), Moderate Extent (ME), Low Extent LE) and Very Low Extent (VLE), weighted as 5, 4, 3, 2, and 1 points respectively. The respondents were required to tick one of the 5 response options against an item to indicate the extent of their agreement or disagreement with each of the items. The instruments were validated using two experts in Measurement and Evaluation who made corrections and modifications where necessary.

ALVAN JOURNAL OF SOCIAL SCIENCES (AJSS)
FACULTY OF SOCIAL AND MANAGEMENT SCIENCES
ALVAN IKOKU FEDERAL UNIVERSITY OF EDUCATION, OWERRI
https://www-ajsspub-org.b12sites,com https://www.ajsspub2.org
E- ISSN: 3043 – 5463 ISSN: 1595 – 5842 VOULUME 2, ISSUE 2, 2025

To ascertain the reliability of the instrument, the rating scales were administered to thirty (30) lecturers outside the study area but with similar characteristics with Imo State tertiary institutions. Crombach alpha approach was used to compute the internal consistency reliability coefficient and yielded reliability indices of 0.76 and 0.74 respectively for TETFund and IDS. The data were analyzed using pearson product moment correlation coefficient to answer the research question while the hypothesis were tested using t-test of significance of simple linear correlation at $p<0.05$.

Research Question 1: What is the coefficient of relationship between provision of physical infrastructure by TETFund and infrastructural development of tertiary institutions in Imo State?

Table 1: Pearson (r) Analyze the relationship between provision of physical infrastructure (X) and infrastructural development **(Y)** of tertiary institutions in Imo State

V	N	∑	r	MR	DR	Remarks
X	336	10052	**0.802**	Very High	Positive	Very High Positive Relationship
Y	336	16535				

Size (n), Summation (∑), Pearson r (r), Magnitude of Relationship (MR), Direction of Relationship (DR) and Remarks

Table 1 shows the summaries for the coefficient of relationship between provision of physical infrastructure and infrastructural development of tertiary institutions in Imo State. It was seen from the table that the magnitude of relationship in this study is 0.802, which indicates that there is a very high relationship between provision of physical infrastructure and infrastructural development of tertiary institutions in Imo State. It was also seen that the direction of the relationship is positive which indicates that a change (increase or decrease) in one variable is very highly associated with the same amount of change (increase or decrease) in another variable. The answer to the above question is that provision of physical infrastructure has a very high and positive relationship with infrastructural development of tertiary institutions in Imo State.

Hypothesis Testing

Ho1: The coefficient of relationship between provision of physical infrastructure by TETFund and infrastructural development of tertiary institutions in Imo State is not significant.

Table 2: Summaries of t-test of simple linear correlation statistics for the coefficient of relationship between provision of physical infrastructure (X) and infrastructural development (Y) of tertiary institutions in Imo State

ALVAN JOURNAL OF SOCIAL SCIENCES (AJSS)
FACULTY OF SOCIAL AND MANAGEMENT SCIENCES
ALVAN IKOKU FEDERAL UNIVERSITY OF EDUCATION, OWERRI
https://www-ajsspub-org.b12sites,com https://www.ajsspub2.org
E- ISSN: 3043 – 5463 ISSN: 1595 – 5842 VOULUME 2, ISSUE 2, 2025

V	n	∑	r	α	df	t_{cal}	t_{tab}	Decision
X	336	10052	**0.802**	0.05	334	**24.510**	**1.96**	Reject Ho_1
Y	336	16535						

Sample Size (n), Summation (∑), Coefficient of Relationship (r), Alpha Level (α), Degree of Freedom (df) and t-test of Significance of Simple Linear Correlation between two Variables

Table 2 shows the test of the significance of the coefficient of relationship between provision of physical infrastructure and infrastructural development of tertiary institutions in Imo State. From the table, it was seen that the degree of freedom is 334, the t-calculated value is 24.510 and the t-tabulated value is 1.96. Since the t-calculated value is greater than the t-tabulated value, the researchers rejected the null hypothesis and accepts the alternative; therefore concluded that provision of physical infrastructure has a very high, positive and significant relationship with infrastructural development of tertiary institutions in Imo State.

Research Question 2: What is the coefficient of relationship between provision of instructional materials/equipment by TETFund and infrastructural development of tertiary institutions in Imo State?

Table 3: Summaries of Pearson r used to analyze the relationship between provision of instructional materials/equipment (X) and infrastructural development (Y) of tertiary institutions in Imo State

V	N	∑	r	MR	DR	Remarks
X	336	10621	**0.763**	High	Positive	High Positive Relationship
Y	336	16535				

Size (n), Summation (∑), Pearson r (r), Magnitude of Relationship (MR), Direction of Relationship (DR) and Remarks Table 3 shows the summaries for the coefficient of relationship between provision of instructional materials/equipment and infrastructural development of tertiary institutions in Imo State. It was seen from the table that the magnitude of relationship in this study is 0.763, which indicates that there is a high relationship between provision of instructional materials/equipment and infrastructural development of tertiary institutions in Imo State. It was also seen that the direction of the relationship is positive which indicates that a change (increase or decrease) in one variable is highly associated with the same amount of change (increase or decrease) in another variable. The answer to the above question is that provision of instructional materials/equipment has a high and positive relationship with infrastructural development of tertiary institutions in Imo State.

ALVAN JOURNAL OF SOCIAL SCIENCES (AJSS)
FACULTY OF SOCIAL AND MANAGEMENT SCIENCES
ALVAN IKOKU FEDERAL UNIVERSITY OF EDUCATION, OWERRI
https://www-ajsspub-org.b12sites,com https://www.ajsspub2.org
E- ISSN: 3043 – 5463 ISSN: 1595 – 5842 VOULUME 2, ISSUE 2, 2025

Hypothesis 2: The coefficient of relationship between provision of instructional materials/equipment by TETFund and infrastructural development of tertiary institutions in Imo State is not significant.

Table 4: Summaries of t-test of simple linear correlation statistics for the coefficient of relationship between provision of instructional materials/equipment (X) and infrastructural development (Y) of tertiary institutions in Imo State

V	n	∑	r	α	df	t_{cal}	t_{tab}	Decision
X	336	10621						
			0.763	0.05	334	**21.601**	**1.96**	Reject Ho_2
Y	336	16535						

Sample Size (n), Summation (∑), Coefficient of Relationship (r), Alpha Level (α), Degree of Freedom (df) and t-test of Significance of Simple Linear Correlation between two Variables

Table 4 shows the test of the significance of the coefficient of relationship between provision of instructional materials/equipment and infrastructural development of tertiary institutions in Imo State. From the table, it was seen that the degree of freedom is 334, the t-calculated value is 21.601 and the t-tabulated value is 1.96. Since the t-calculated value is greater than the t-tabulated value, the researchers rejected the null hypothesis and accepts the alternative; therefore concluded that provision of instructional materials/equipment TETFund has a high, positive and significant relationship with infrastructural development of tertiary institutions in Imo State.

Summary of the Findings

From the above analysis, the following findings were made:

1. provision of physical infrastructure TETFund has a very high, positive and significant relationship with infrastructural development of tertiary institutions in Imo State;

2. provision of instructional materials/equipment TETFund has a high, positive and significant relationship with infrastructural development of tertiary institutions in Imo State;

Discussion

The study underscores a compelling relationship between the provision of physical infrastructure and the infrastructural development of tertiary institutions in Imo State. The findings reveal a robust, positive, and statistically significant connection, indicating a high likelihood that tertiary institutions endowed with well -maintained physical infrastructure also exhibit commendable infrastructural development. Conversely, institutions facing deficiencies in physical infrastructure provision tend to demonstrate shortcomings in overall infrastructural development. This correlation aligns with the anticipated role of TETFund in

ALVAN JOURNAL OF SOCIAL SCIENCES (AJSS)
FACULTY OF SOCIAL AND MANAGEMENT SCIENCES
ALVAN IKOKU FEDERAL UNIVERSITY OF EDUCATION, OWERRI
https://www-ajsspub-org.b12sites,com https://www.ajsspub2.org
E- ISSN: 3043 – 5463 ISSN: 1595 – 5842 VOULUME 2, ISSUE 2, 2025

fostering quality tertiary education delivery within Imo State. As TETFund actively sponsors initiatives such as the establishment of new lecture halls, renovation of classroom blocks, and maintenance of students' lecture spaces, it inherently contributes to the successful completion of infrastructural projects.

The findings is in line with the work of Ogundu and Nwokoye (2015), which highlights the ongoing or completed infrastructural development projects as integral contributions of TETFund to university development in Kwara State, Nigeria. Additionally, Ogundele and Moronfoye's (2013) findings in Kwara State Tertiary Institutions emphasize the significant relationship between infrastructural facilities development variables such as buildings, transport, recreation, and instructional facilities and the achievement of academic goals. The recurrence of similar conclusions across these studies suggests a consistent pattern that can be attributed, in part, to the use of comparable statistical methods and variables. This coherence in findings not only strengthens the reliability of the current study's results but also emphasizes the broader relevance of TETFund interventions in driving infrastructural development across diverse tertiary institutions. In light of these insights, policymakers and educational administrators are encouraged to prioritize and maintain the provision of robust physical infrastructure, recognizing its pivotal role in fostering comprehensive infrastructural development within tertiary institutions in Imo State.

The study also delves into the interconnected dynamics of instructional material/equipment provision and infrastructural development in tertiary institutions in Imo State, revealing a compelling high, positive, and statistically significant relationship between these two variables. This implies a strong tendency for tertiary institutions equipped with ample instructional materials and equipment to demonstrate commendable infrastructural development, while those facing deficiencies in these resources may exhibit shortcomings in overall infrastructural advancement.

The direct relationship identified suggests that an increase in the provision of instructional materials/equipment corresponds to a parallel increase in infrastructural development. In essence, the study posits that the two variables - materials/equipment and infrastructural development - are intertwined, and improvements in one, variable are associated with enhancements in the other. Therefore, a tertiary institution that ensures the adequate provision of materials/equipment is likely to experience positive developments in its overall infrastructure. The anticipation of TETFund's role in achieving quality tertiary education delivery is underscored, particularly through initiatives such as sponsoring the installation of laboratory apparatus, providing science laboratory equipment, and contributing to essential areas like multi-purpose projectors for teaching and learning materials. This aligns with the study by Adavbie1e (2016), which emphasizes the critical link between the functionality and adequacy of equipment and tools and the success of technical training programs. Ineffectual or insufficient provision, as noted, may result in the production of unskilled and

unemployable personnel. Similarly, Aprebo and Onyei1e's (2018) findings are in harmony with the current study, highlighting the multifaceted utilization of TETFund facilities for library improvement and institutional research development. This resonance in results not only fortifies the reliability of the present study's findings but also emphasizes the broad impact of TETFund contributions in shaping the educational landscape.

5.0. CONCLUSION AND RECOMMENDATIONS

The study therefore concluded that TETFund provision of non-human resources (physical infrastructure and instructional materials and equipment are significantly associated with infrastructural development of tertiary institutions in Imo State.

Based on the findings of this study, it is therefore recommended that:

1. Given the very high, positive, and significant relationship between the provision of physical infrastructure and infrastructural development in tertiary institutions in Imo State, it is recommended that stakeholders, including TETFund, continue to prioritize and invest in the development and maintenance of physical infrastructure. This could involve periodic assessments of the current infrastructure, strategic planning for new constructions, and the implementation of sustainable maintenance practices.
2. Acknowledging the high, positive, and significant relationship between the provision of instructional materials/equipment and infrastructural development, it is recommended to ensure continuous support for the availability and accessibility of modem instructional materials and equipment. This may include regular assessments of the adequacy of existing materials, updating curriculum resources, and leveraging technological advancements to enhance the teaching and learning environment.

Competing Interest

The authors have declared that no conflicting interest exist in this study

REFERENCES

Adavbiele, J. A. (2016). Impact of Education Trust Fund (ETF) on tertiary institutions in Nigeria, using College of Education, as Case Study. *IOSR Journal of Research & Method in Education (IOSR-JRME),* 6(3), *18-25*

Afolabi, S.S. & Adeleke, J.O. (2010). Assessment of resources and instructional materials status in the teaching of Religious Education in Southwestern Nigeria. *European Journal of Scientific Research,* 43(1), 406-4 10

Ajibola, 0. (2010). *Teacher production: A focus on Nigeria.* In the state of Education in Nigeria, Abuja, UNESCO

Akele, F.E. (2013). Information and communication technology as teaching and learning space for teachers of English Language in Schools. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS), 5(1),* 100-107

Amadi, N. S. & Ohaka, A.O. (2018). Influence of poor infrastructure on vocational teacher education in Rivers State Universities. *International Journal of Innovative Social & Science Education Research,* 6(1), 54-62

Amaechi, C.E. (2016). Evaluation of the extent of TETFund contribution towards quality transformation of tertiary institutions in Imo State. *Journal of Prestine, 12(1),* 198-208

Aprebo, S. C. & Onyeike, V. C. (2018). Utilizing Library Improvement and Institutional Research Activities through TETfund Intervention Scheme by Universities in Rivers and Bayelsa States. *International Journal of Innovative Education Research 6(3),* 127-134

Eze, B.I. (2014). Staff training and development: a sine qua non to elective service delivery in Nigeria tertiary institutions. *Educational Alternatives: Journal of International Scientific Publications,* 1(12), *568-574*

Federal Republic of Nigeria (2013). *National policy on education.* Lagos Nigeria: NERDC.

Isibor, O. (2013). Nigeria: Dearth of Infrastructure in Tertiary Institutions. The Leadership Newspaper. March 10

Ogundele, M.O. & Moronfoye, S.A. (2013). Infrastructural facilities and academic goals achievement of Kwara State tertiary institutions, Nigeria. *Journal of Vocational Education & Technology, 10(1* &2), 87-100

Ogundu, I. & Nwokoye, P.I. *(2015).* Tertiary education trust fund and development of higher education in Nigeria. Home Conference Contact

Okereke, E.C. *(2015).* Business educators' need for requisite infrastructure for the business education programme in tertiary institutions. *IOSR Journal of Business and Management (IOSR-JBM), 17(4),* 1-4

Onasanya, S.A. & Omosewo, E.O. (2011). Effect of improvised and standard instructional; materials on secondary school students academic performance in Physics in Ilorin, Nigeria. *Singapore Journal of Scientific Research, 1(1),* 68- *76.*

TETFund (2014). Guideline for accessing TETFund intervention fund. TETFund publication January, 2014