
Extent TETFund's Provision of Physical Infrastructure and Equipment Improve the Quality of Business Education in Public Universities in South-South, Nigeria

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Abstract: *This study determined the extent of TETFund provision of physical infrastructure and equipment improve the quality of Business Education in Public Universities in South-South, Nigeria. To achieve the purpose of the study, two research questions were raised and two hypotheses were formulated to guide the study. The study adopted survey research design. The population of the study consists of 232 Business Educators (110 males and 122 females) in 13 public universities. They were all involved in the study due to the manageable size of the population. A 22 item questionnaire titled "TETFund provision of Physical Infrastructure and Equipment and quality of Business Education in Public Universities Questionnaire" was used for data collection. The questionnaire was validated by three (3) experts. The overall Cronbach Alpha reliability coefficient of 0.96 was obtained for the instrument which indicated a high internal consistency and is reliable for use for the study. The data collected were analyzed using Mean (\bar{x}) and Standard Deviation (SD) to answer the research questions. The null hypotheses were tested at 0.05 level of significance using independent t-test. The findings from data analysis showed that TETFund provision in the area of provision of physical infrastructure, and equipment has to a high extent improved the quality of business education in universities in South-South Nigeria. Hypotheses tested showed that there was no significant difference in the mean ratings of male and female business educators on the extent of TETFunds provision of physical infrastructure and sponsorship of staff training has improved the quality of business education in public universities in South-South, Nigeria. State and Federal universities do not differ in their response on the extent to which TETFunds provision of equipment and sponsorship of academic research growth has improved the quality of business education in public universities in South-South, Nigeria. The implication therefore is that there is need for adequate funding of tertiary institutions by Federal and State Government to meet international standards so as to meet the global requirements of producing requisite manpower that will serve in different capacities and contribute positively to the socio-economic and political development of the country. Based on the findings, it was recommended among others government should encourage banks, industries, companies, philanthropic organizations and well-meaning Nigerians should assist tertiary institutions through the management of the institutions in complementing the effort of TETFund in the provision of physical infrastructures and equipment to the universities.*

Keywords: TETFund, Physical infrastructure, Equipment, Quality, Business Education

INTRODUCTION

Education is the most powerful tool in the development of personality and human skills, and for any nation to progress (whether developed, developing or under developed) it needs

education. Education gives proper direction to the attitude and behavior of individuals. Education is a comprehensive process that directs people towards better survival and rapid growth in the world. To make changes in any society and to manage future challenges, there is only one tool which is most important and that is called education (Okebukola, 2022). Education is obviously the basic instrument of economic growth and technological advancement of any society. It is in recognition of this fact that governments commit immense resources to ensure the provision of education for their citizens and also tailor their policies towards ensuring that it is made accessible to the generality of their citizenry (Oyebade, Obiageli, & Igbodo, 2018).

Business Education programme is an essential element of this general education which is carried out at the tertiary institutions level in Nigeria. It is concerned with the impartation of business orientation and knowledge for personal and national development. Business education involves teaching students the fundamentals, concepts, theories and processes of business. To Okoli (2020), business education is an important part of the general education which emphasizes skills and competencies acquisition for self-reliance, use in offices and business related occupations. It encompasses various aspects of business, including accounting, office technology, finance, marketing, and management. Business education is essential for individuals seeking to pursue careers in business or entrepreneurship. Business Education, according to Edokpolor and Oduma (2017), can be described as a systematic programme of instruction that offers various skills in accounting, marketing and Office Technology and Management (OTM). They went further to explain that proper teaching and learning of these skills will help in preparing learners for gainful employment after graduation as well as stimulate activities and further education at the graduate and post graduate levels. Business Education equips an individual with functional and suitable skills, knowledge, attitude, and values that enables him/her to operate in the environment he/she finds himself/herself, (Azuka & Nwosu, 2018). Business education is offered in the universities and colleges of education. OTM is an aspect of business education offered in Polytechnic. Business Education as an educational programme is expected to develop its learners' human capital ability. Business education is a vital component of the educational system, providing individuals with the knowledge and skills necessary to succeed in the business world. Similarly, Nwanewezi (2020) describes business education as encompassing education for office occupations, business teaching, business administration and economic understanding. In all, Abdulkadir (2021) noted that one remarkable important characteristic of a business education program is that its products can function independently as self-employed and employers of labor. However, over the years the achievement of the goals of the business education programmes for sustainable development in universities across Nigeria and south-south Nigeria in particular seems to be a mirage.

The apparent non-achievement of most of the goals of the business education programme by the universities seem to have resulted because of issues related to poor funding, lack of infrastructure, poor capacity building and inadequate research and keeping in touch with the current trends in education and training of business education students. It has resulted in the production of poor quality graduates who seem to have lost touch with the demands of industry. For Nagbi and Micah (2019), the undesirable academic performance of most graduates from higher institutions in Nigeria was as a result of infrastructural decline, insufficient classroom

space for learning, no regular academic library, hostels that can accommodate students and professional manpower that can carry out different activities in the institutions. These developmental challenges led the government to establish the Tertiary Education Trust Fund (TETFund) by an act of 2011 with a view to funding education in federal and state tertiary institutions.

TETFund is a government agency responsible for providing financial support to tertiary institutions in Nigeria. The agency's intervention programs are designed to improve the quality of education in tertiary institutions across the country. Similarly, in order to enhance the infrastructures and facilities of different programme which business education is inclusive in tertiary institutions, development of staff and research, the Federal Government through the ministry of education has established agencies such as the Education Trust Fund (ETF), Tertiary Education Trust Fund (TETFund) amongst others. Despite these huge efforts to ensure high quality of tertiary education in Nigeria, symptoms of poor quality education are still very obvious. In business education, complaints still persist which include poorly coordinated supervision mechanisms, underfunding, student explosion, poor management and governance and attitudinal failure. The Federal Government in an attempt to end the problem of poor funding of tertiary education in Nigeria introduced the Educational Trust Fund (ETF) in 2003 and later Tertiary Education Trust Fund (TETFund) in 2021 as an intervention to fund Nigerian higher education. This body supports the schools in terms of infrastructural development, training and retraining of lecturers, library development, book publications and aids for research development.

TETFund interventions According to Nworgu (2018) are aimed at enhancing the quality of teaching, learning, and research in Nigerian universities. TETFund interventions have been instrumental in enhancing the quality of business education programs in universities. According to Eze et al. (2019), TETFund interventions have improved the quality of teaching, learning, and research in business education programs. The interventions have also enabled business education students to acquire the necessary skills and knowledge to succeed in the business world. Also, according to Nworgu (2018), TETFund interventions have improved the quality of teaching, learning, and research in business education programs. The interventions have enabled business education students to acquire the necessary skills and knowledge to succeed in the business world. TETFund interventions have covered various areas, including physical infrastructure, equipment, staff training and development, research and publication, book publication, and conference attendance.

Physical infrastructure is a critical component of any educational institution, and TETFund recognizes its importance in enhancing the quality of business education programs. Infrastructure includes physical facilities such as lecture halls, laboratories, and libraries, as well as equipment and materials necessary for teaching and learning. Infrastructural facilities in tertiary institutions encompass the physical and technological resources that underpin the teaching, learning, research, and administrative activities of the institution. These facilities are crucial in providing conducive learning environments that supports the academic, social, and personal development of students. Cletus and Christiana, (2024) stated that the physical infrastructure of tertiary institutions includes classrooms and lecture halls that are well-equipped and maintained to provide an optimal learning environment. Specialized laboratories

and workshops are also essential for hands-on learning and research in various fields such as science, technology, engineering, and mathematics (STEM). Furthermore, well-stocked libraries and learning resource centers provide students with access to a wide range of academic resources, including books, journals, and digital databases. According to Lawinsider (2020), infrastructure facilities encompass various works, structures, or improvements on land or water that provide services or benefits to the general public or specific communities. These include offices, depots, staff housing, electricity generation and distribution facilities, public education and health facilities, police and emergency facilities, transport infrastructure like pedestrian paths and bus stops, sewage pump stations, water supply facilities, and items specified in the Native Title Act. These facilities are essential for achieving educational objectives by providing necessary support for the teaching-learning process. School offices offer a suitable workspace for educators, classrooms facilitate effective learning environments, and school grounds provide security against external threats, ensuring the safety of students and staff from adverse weather conditions (Ogunode & Agwor, 2021). According to Eze et al. (2019), physical infrastructure, equipment, and academic research sponsorship are essential for improving the quality of business education programs. TETFund provides funding for the construction of lecture halls, laboratories, and other facilities, as well as the provision of equipment and materials necessary for teaching and learning. Observation revealed that the problem of infrastructure is partly caused by corruption. Thus, Echono (2022); Ogunode and Ade (2023); Ogunode, Onyekachi and Ayoko (2023) observe that facilities such as laboratories, lecture halls and classrooms are either dilapidated or absent in many of our institutions across the Country. According to Nworgu (2018), the physical infrastructure in tertiary institutions in South-South Nigeria is in a state of disrepair. Many institutions lack modern facilities, and those that exist are often poorly maintained. This has resulted in a shortage of classrooms, laboratories, and other essential facilities, making it difficult for students to learn effectively.

In addition to physical infrastructure, TETFund also provides equipment to universities. Equipment includes materials and tools necessary for teaching and learning, such as computers, software, and laboratory equipment. In terms of equipment, Okebukola (2017) notes that many tertiary institutions in South-South Nigeria lack modern equipment and technology. This makes it challenging for students to acquire the necessary skills and knowledge to compete in the global job market. Onyekachi and Ayoko (2023) submitted that TETFund provides funding for equipment, enabling universities to acquire necessary materials and tools. By supporting equipment development, TETFund aims to enhance the quality of business education programmes by providing students with access to modern and relevant equipment. Encourage universities to develop their equipment in line with international best practices. Ayeni, Sani, Idris, and Uzoigwe, (2019) opined that TETFUND's interventions have not only transformed infrastructure but also empowered stakeholders, echoing previous research emphasizing the political mandate to deliver empowering infrastructural projects. Moreover, the establishment's impact extends to research centers, as noted by Idachaba (2024), who cited Echono stating that N1.45 trillion was disbursed from 2017 to 2024, primarily for infrastructure upgrades, teacher training, and research initiatives. This underscores TETFUND's substantial contribution to infrastructural development, enhancing the quality of teaching and learning experiences across diverse educational institutions in Nigeria. Nwagwu (2024) posited that availability of adequate school buildings, classrooms, chairs and tables, laboratory, library and other physical structures

were necessary for the accomplishment of any educational goals and objectives in business education.

Equipment in business education refers to the various tools, machinery, and facilities necessary for teaching, learning and research. Esene and Ohiwerei (2015) defined equipment as business appliances or office type machines that we use in teaching and practice of business subjects. These include typewriters, computers, dictating machines, stencil duplicators, telephone, filing cabinets, etc. It encompasses a wide range of tools, machinery, and facilities that are essential for teaching, learning, and research. These institutions require specialized equipment to provide students with hands-on learning experiences, promote research and innovation, and support overall academic success. One category of equipment found in tertiary institutions is Information and Communication Technology (ICT) equipment. This includes computers, laptops, and other digital devices that support e-learning and digital literacy. ICT equipment enables students to access online resources, conduct research, and develop digital skills that are essential in today's technology-driven world. Office laboratories in business education also require modern equipment to support learning and research. Okoro (2019) found that TETFund's intervention programs have significantly improved the infrastructure and equipment needs of tertiary institutions in Nigeria. Adeyemi (2020) noted that some of the equipment provided by TETFund includes ICT equipment, such as computers and laptops, to support e-learning and digital literacy. TETFund, (2020) reported that TETFund also provides laboratory equipment for business education programme to support practical learning and research. Additionally, TETFund provides modern library equipment, including e-library facilities, to support learning and research. Furthermore, TETFund provides equipment to support research and innovation in various fields, including medicine, agriculture, and engineering. TETFund, (2020) asserted that the provision has significantly enhanced the research capabilities of tertiary institutions in Nigeria, leading to an increase in research output and innovation. Okoro, (2019) claimed that TETFund provides modern library equipment, including e-library facilities, to support learning and research in business education programme in public universities and colleges of education in Nigeria. Adeyemi, (2020) asserted that TETFund provides equipment to support research and innovation in various fields, including medicine, agriculture, and engineering.

Equipment in business education programs in tertiary institutions plays a vital role in supporting the teaching, learning, and research of business-related fields. Provision of equipment for the teaching and learning of Business education is a necessity. To provide students with hands-on experience and practical skills, computer laboratories are equipped with specialized software for business applications, such as accounting, finance, and management information systems. Simulation laboratories are another essential tool, allowing students to practice decision-making and problem-solving skills in simulated business scenarios. Audio-visual equipment, including projectors, electronic boards, smart televisions, interactive screens, and sound systems, are also used extensively in business education programs to support presentations, lectures, and multimedia-based learning. Library resources, including online databases, e-books, and other digital resources, provide students with access to a vast array of business-related information, supporting research and learning. Furthermore, business education programs utilize various software and applications, such as enterprise resource planning (ERP) systems, customer relationship management (CRM) software, and other

business applications, to provide students with practical experience. Financial trading simulators are also used to simulate real-world financial markets, allowing students to practice trading and investment strategies. Video conferencing equipment supports remote learning, online meetings, and collaborations with industry partners, while data analytics software is used for data analysis, visualization, and decision-making in business contexts. Igwe (2021) who found that difference in the mean rating of males and females on perception of Tertiary Education Trust Fund (TETFund) interventions in Nigerian tertiary institutions were not significant. Agbi (2017) reported that, great differences exists between male and females in the mean rating of the perception of Tertiary Education Trust Fund (TETFund) interventions in Nigerian tertiary institutions Odu et al., (2020) found that female respondents tend to perceive TETFund interventions as more beneficial for infrastructure development and staff training, highlighting the positive impact on their learning environment and career development. In contrast, Eze et al. (2019) who found that male respondents often view TETFund interventions as more effective in promoting research and innovation, emphasizing the importance of these initiatives for their academic and professional growth. These findings suggest that TETFund interventions may need to be tailored to address the specific needs and concerns of different gender groups, disciplinary backgrounds, and institutional types.

The ownership of public universities could influence the activities of business educators especially in the area of TETFund intervention in public universities. Public Universities are universities established and managed by the government. According to the National Centre for Education Statistics (NCES) in Kulo (2014), Public Universities are universities that are maintained at public expense for the education of the children of common districts that constitute part of a system of free education. These universities are administered and supported by public funding and are classified into federal and state universities based on the sponsorship. Those owned and sponsored with federal government funds are regarded as federal universities while those that depend wholly on state revenue are regarded as state universities. State Universities in Nigeria have also received TETFund interventions, although the level of funding has been lower compared to federal universities. According to a study by Nworgu (2018), state universities have received funding from TETFund for infrastructure development, research, and staff training. Adeyemi (2019) also noted that federal universities have benefited from TETFund interventions in the areas of infrastructure development and research. The study found that these interventions have improved the overall quality of education and research in these institutions even though more still needs to be done.

Male and female business educators are found teaching in the business education programmes. The perception of Tertiary Education Trust Fund (TETFund) interventions in tertiary institutions may differ based on gender. Gender is defined as the different biological and physiological characteristics of males and females. It is also referred to as the physical differences between people who are male or female. According to Eze et al (2012), female lecturers tend to perceive TETFund interventions as having a more positive impact on their academic careers compared to their male counterparts. Adeyemi (2019) submitted that male lecturers may have more access to resources and opportunities, and therefore, TETFund interventions may not have as significant an impact on their academic careers. The various studies discussed thus far portray evidence of gender disparities on the perception of Tertiary Education Trust Fund (TETFund) interventions in improving the quality of business education

in universities. This situation necessitated the consideration of gender disparity as one of the moderator variables in this work. Given the above background, this study is to analyze the extent of Tertiary Education Trust Fund (TETFund) interventions in improving the quality of business education in public universities in the South-South Geopolitical Zone of Nigeria.

Statement of the Problem

Business Education programme is an integral part of the vocational and technological development of Nigeria's human resources. Business education equips its recipients with technical and vocational skills which are required for the attainment of industrialization and technological innovations. Business education is a tool if properly channeled and supported that would ensure sustainable development in the nation. This has increased the popularity of the study of business education in tertiary institutions in Nigeria and South-South in particular. However, there is an argument among scholars that the growth and development of the business education programme appears to be hampered by issues relating to poor funding and lack of adequate infrastructure for teaching and learning given its ever growing nature. This has adversely affected the quality of business education graduates in Nigeria. Most of them do not possess employability skills thereby making it difficult for them to secure jobs (Okeke-Ezeanyanwu and Oguejiofor, 2020). The TETFUND which is an intervention agency was set up in 2011 to mitigate the challenges affecting the quality of the business education programme as well as other education programmes in federal and state universities. However, fourteen years after its establishment, the problem continues to persist. The researcher is worried that if TETFUND carries out its stated objectives of providing and maintaining physical infrastructure for teaching and learning, instructional materials and equipment, providing funding for research and publication, academic staff training and development, then why do these problems continue to persist, especially in business education programme in universities in South-South Nigeria. This study thus empirically seeks to analyze the extent Tertiary Education Trust Fund (TETFund) interventions has improved the quality of business education in public universities in South-South Nigeria.

Purpose of the Study

The main purpose of this study is to analyze the extent of Tertiary Education Trust Fund (TETFund) provision of physical infrastructure and equipment improves the quality of business education in Public Universities in South-South, Nigeria. Specifically, the study seeks to ascertain the extent:

1. TETFund's provision of physical infrastructure has improved the quality of business education in public universities in South-South, Nigeria.
2. TETFund's provision of equipment has improved the quality of business education in public universities in South-South, Nigeria.

Research Questions

The following research questions guided the study.

1. To what extent has TETFund's provision of physical infrastructure improved the quality of business education in public universities in South-South, Nigeria?

To what extent has TETFund's provision of business education equipment improved the quality of business education in public universities in South-South, Nigeria

METHODOLOGY

The study adopted survey research design. The area of study was South-South, Nigeria. South-South is one of the six geopolitical zones in Nigeria. The population of the study consists of 232 Business Educators (110 males and 122 females) in 13 public universities. They were all involved in the study due to the manageable size of the population. A 22 item questionnaire titled “TETFund provision of Physical Infrastructure and Equipment and quality of Business Education in Public Universities Questionnaire” was used for data collection. The questionnaire was validated by three (3) experts. The overall Cronbach Alpha reliability coefficient of 0.96 was obtained for the instrument which indicated a high internal consistency and is reliable for use for the study. Two hundred and thirty-two (232) copies of the data collection instrument were administered by the researcher with the assistance of two research assistants. The research assistants were briefed on how to administer and collect copies of the questionnaire. The research assistants visited the institutions and administered the instrument personally to the staff involved in the study. Those who could not complete theirs at the time of visit were revisited after 2 days to retrieve the instrument. The data collected were analyzed using Mean (\bar{x}) and Standard Deviation (SD) to answer the research questions. The null hypotheses were tested at 0.05 level of significance using independent t-test.

RESULTS

Research Question 1: To what extent has TETFund’s provision of physical infrastructure improved the quality of business education in universities in South-South Nigeria?

Data collected with items 1 to 12 of the instrument were used to answer this research question. Summary of results is presented on Table 1.

Table 1: Mean Ratings and Standard Deviation Scores on the extent TETFunds Provision of Physical Infrastructure has Improved the Quality of Business Education in Universities

S/N	Aspects of Physical Infrastructure	N	Mean	Std.	Remarks
1	Construction and furnishing of academic staff offices	225	2.92	.94	HE
2	Rebuilding dilapidated business education buildings	225	3.08	.84	HE
3	Building of academic research centres in the institutions	225	1.96	.63	ME
4	Provision of departmental library furnished with books	225	1.97	.73	ME
5	TETFund has helped in the provision of enough seats in the lecture halls in business education	225	3.29	.66	HE
6	Provision of adequate instructional materials for business education programme	225	1.96	.63	ME
7	Provision of adequate classroom desks for students in business education department	225	1.97	.73	ME
8	Construction of multipurpose hall for lectures in business education	225	1.40	.55	LE
9	Students have enough space to practice what they have been taught in business education	225	3.21	.62	HE
10	Infrastructure provided by TETFund makes teaching of business education practical	225	3.27	.69	HE
11	Provision of adequate ICT Laboratory in business education	225	3.34	.61	HE
12	Procurement of computers and printers for the computer laboratory	225	3.29	.57	HE
	Overall		2.63	.68	HE

Note: HE- High Extent, ME -Moderate Extent

The Data in Table 1 revealed that the mean values of the respondents ranged from 1.40 to 3.34. Items 1, 2, 5, 9, 10, 11 and 12 have mean values which ranged from 2.92-3.34. This implies that the respondents accepted that TETFund's provision of physical infrastructure have to a high extent improved the quality of business education in universities in South-South Nigeria. Items 3, 4, 6, and 7 have mean values which ranged from 1.96-1.97. This shows that the respondents accepted that TETFund's provision of physical infrastructure have to a moderate extent improved the quality of business education in universities in South-South Nigeria. Item 8 have mean values of 1.40 and this implies that to a low extent TETFund's provision of physical infrastructure improved the quality of education in universities in South-South Nigeria. The results equally revealed that the standard deviation of the items ranged from 0.49 to 0.71. The grand mean of 2.74, the study shows that provision of physical infrastructure has to a high extent improved the quality of business education in universities in South-South Nigeria.

Research Question 2: To what extent has TETFund's provision of equipments improved the quality of business education in universities in South-South Nigeria?

Data collected with items 13 to 22 of the instrument were used to answer this research question. Summary of results is presented on Table 2.

Table 2: Mean Ratings and Standard Deviation Scores on the extent TETFunds Provision of Equipments Improved the Quality of Business Education in Universities

S/N	TETFunds provided	N	Mean	Std.	Remarks
13	Educational equipment in business education department	225	2.08	.66	ME
14	computers and its accessories in business education	225	2.07	.69	ME
15	Laptops, desktops computers which have improved the quality of business education.	225	2.00	.65	ME
16	Working tools and equipment for practical lessons in the business education laboratories	225	2.13	.94	ME
17	ICT laboratory equipment available to improve the business education programme	225	2.26	.86	ME
18	enough equipment available for teaching and learning in business education programme	225	2.45	1.02	ME
19	Functional computer laboratory through the assistance of TETFund	225	2.20	.95	ME
20	Educational facilitates and equipment to business education	225	2.00	.71	ME
21	Workshops equipments in business education programme.	225	2.16	.85	ME
22	The equipment/infrastructure to support teaching and learning in business education	225	2.08	.65	ME
	Overall		2.14	.79	ME

Note: HE- High Extent, ME -Moderate Extent

The Data in Table 2 shows that all the items 13, 14, 15, 16, 17, 18, 19, 20, 21 and 22 have mean values ranging from 2.00 to 2.45. This implies that the respondents accepted that TETFund's provision of equipment has to a moderate extent improved the quality of business education in universities in South-South Nigeria. The results of this study equally revealed that the standard

deviation of the items ranged from 0.65 to 1.02, indicating that the respondents are not wide apart in their mean ratings with a grand mean of 2.14. The study shows that TETFund's provision of equipment has to a moderate extent improved the quality of business education in universities in South-South Nigeria.

DISCUSSION

The findings of the study in respect of the first research question as shown in Table 1 revealed that TETFund provision in the areas of physical infrastructure have to a high extent improved the quality of business education in Public Universities in South-South Nigeria. It showed that TETFund's efforts in rebuilding dilapidated buildings; provision of educational facilities and equipment to tertiary institutions and equipping laboratories and workshops have to a moderate extent enhanced students' performance. The finding of the study is related to the finding of Wapmuk and Amini (2018) who noted that the fund has enabled the establishment of computer laboratories, IT facilities, and internet connectivity, which has enhanced the teaching and learning processes in Nigerian tertiary institutions. TETFund's interventions have also improved library facilities and research infrastructure. The fund has enabled the procurement of modern library equipment, books, and journals, as well as the establishment of research centers and institutes. This has enabled students and faculty to access a wide range of academic resources, conduct cutting-edge research, and contribute to the growth of knowledge in various fields. The impact of TETFund's interventions on Nigerian tertiary institutions has been significant. TETFund's impact on the provision of infrastructure facilities in Nigerian tertiary institutions has been profound. The fund's continued support is essential for sustaining and further improving the quality of tertiary education in Nigeria. The finding of this study also aligns with Echono's (2022) assertion that TETFUND has played a pivotal role in advancing infrastructure development across the country's universities. The finding of the study is in agreement with Ayeni, Sani, Idris, and Uzoigwe, (2019) who opined that TETFUND's interventions have not only transformed infrastructure but also empowered stakeholders, echoing previous research emphasizing the political mandate to deliver empowering infrastructural projects. Moreover, the establishment's impact extends to research centers, as noted by Idachaba (2024), who cited Echono stating that N1.45 trillion was disbursed from 2017 to 2024, primarily for infrastructure upgrades, teacher training, and research initiatives. This underscores TETFUND's substantial contribution to infrastructural development, enhancing the quality of teaching and learning experiences across diverse educational institutions in Nigeria. This finding agreed with Nwagwu (2024), who posited that availability of adequate school buildings, classrooms, chairs and tables, laboratory, library and other physical structures were necessary for the accomplishment of any educational goals and objectives in business education.

The researcher is of the view that the result is so because physical infrastructure plays a pivotal role in shaping the quality of business education programmes in universities. Adequate infrastructure provides a conducive learning environment, enhances student engagement, and supports effective teaching and learning. Modern classrooms, well-equipped computer labs, and access to digital resources are essential for delivering relevant business education. State-of-the-art facilities like case study rooms, simulation labs, and entrepreneurship incubators enable students to apply theoretical concepts to real-world problems, fostering critical thinking,

problem-solving, and innovation. Moreover, infrastructure such as libraries, conference facilities, and collaborative workspaces facilitate interaction among students, faculty, and industry professionals, promoting knowledge sharing and networking. By investing in physical infrastructure, universities can attract top talent, improve academic outcomes, and produce graduates who are equipped to drive business growth and innovation.

The findings also revealed that there was no significant difference in the mean responses of male and female business educators regarding the extent of TETFunds contribution of physical infrastructure and provision of equipment in improving the quality of business education in tertiary institutions in South-South States. This indicates that business educators regardless of their gender opined that the TETFunds contribution of physical infrastructure and provision of equipment have contributed to improving the quality of business education in tertiary institutions in South-South States. The findings of the study differed from the findings of Igwe (2021) who found that difference in the mean rating of males and females on perception of Tertiary Education Trust Fund (TETFund) interventions in Nigerian tertiary institutions were not significant. On the other hand, The findings of the study differed from the findings of Agbi (2017) who reported that, great differences exists between male and females in the mean rating of the perception of Tertiary Education Trust Fund (TETFund) interventions in Nigerian tertiary institutions Odu et al., 2020) found that female respondents tend to perceive TETFund interventions as more beneficial for infrastructure development and staff training, highlighting the positive impact on their learning environment and career development. In contrast, Eze et al. (2019) who found that male respondents often view TETFund interventions as more effective in promoting research and innovation, emphasizing the importance of these initiatives for their academic and professional growth. These findings suggest that TETFund interventions may need to be tailored to address the specific needs and concerns of different gender groups, disciplinary backgrounds, and institutional types.

The findings of the study revealed that TETFunds provisions in the area of equipments have to a moderate extent improved the quality of business education in universities in South-South Nigeria. The findings above is consonance with Okoro (2019) who found that TETFund's intervention programs have significantly improved the infrastructure and equipment needs of tertiary institutions in Nigeria. Adeyemi (2020) in agreement with the findings noted that some of the equipment provided by TETFund includes ICT equipment, such as computers and laptops, to support e-learning and digital literacy. The study is in line with TETFund, (2020) report that TETFund also provides laboratory equipment for business education programme to support practical learning and research. Additionally, TETFund provides modern library equipment, including e-library facilities, to support learning and research. Furthermore, TETFund provides equipment to support research and innovation in various fields, including medicine, agriculture, and engineering. This corroborates TETFund, (2020) assertion that the provision has significantly enhanced the research capabilities of tertiary institutions in Nigeria, leading to an increase in research output and innovation. The findings of the study is similar to Okoro, (2019) who claimed that TETFund provides modern library equipment, including e-library facilities, to support learning and research in business education programme in public universities and colleges of education in Nigeria. Furthermore, the finding of the study is in line with Adeyemi, (2020) who asserted that TETFund provides equipment to support research and innovation in various fields, including medicine, agriculture, and engineering. TETFund,

2020) this provision has significantly enhanced the research capabilities of tertiary institutions in Nigeria, leading to an increase in research output and innovation.

The researcher is of the view that the result is so because the provision of business education equipment such as office laboratories and computers is crucial in enhancing the quality of business education programmes in tertiary institutions. These resources enable students to gain hands-on experience with modern business tools and technologies, bridging the gap between theoretical knowledge and practical application. Office laboratories equipped with industry-standard software and hardware allows students to simulate real-world business scenarios, develop problem-solving skills, and apply concepts to practical projects. Computers and other digital tools also facilitate access to online resources, case studies, and business simulations, enriching the learning experience. By providing these resources, institutions can ensure that graduates are proficient in using technology to drive business decisions, innovate, and lead in a rapidly changing business landscape.

Hypothesis tested showed that there was no significant difference in the mean ratings of business educators in State and Federal universities on the extent to which TETFund's provision of equipment has improved the quality of business education in public universities in South-South, Nigeria. The findings of the study are in line with Odu et al. study (2020) that compared TETFund interventions in federal and state universities. The study found that federal universities received more funding from TETFund compared to state universities. The study also found that the level of funding had a significant impact on the quality of education and research output in these institutions. The findings are in agreement with the summation of Nworgu (2018) who found that the type of institution (university, polytechnic, or college of education) can impact perceptions, with some institutions being more effective in implementing these programs. Additionally, Okebukola, (2017) found that different institution may have varying perceptions of TETFund interventions, reflecting the unique needs and challenges of their fields.

CONCLUSION

From the findings of the study, it can be seen that TETFund improved the quality of business education in public universities in South-South Nigeria in the areas of infrastructures and provision of equipment to an extent. But in the area of book publication, TETFund's activities were not readily felt. It shows that from TETFund's allocation, it has been able to make significant positive impact towards improving the quality of business education in public universities in South-South Nigeria. It is concluded that the activities of TETFund should be encouraged in order to launch tertiary institutions on a better footing in terms of quality business education. Quality in business education is associated with improvement in the livelihoods of individuals and higher productivity and thus improvement of the economic growth of the nation.

Recommendations

Based on the findings and conclusion of the study, the following recommendations were made:

1. Banks, industries, companies, philanthropic organizations and well-meaning Nigerians should assist tertiary institutions through the management of the institutions in

complementing the effort of TETFund in the provision of physical infrastructures and equipment to the universities

2. Government should encourage companies, multinationals and well to do individuals to donate school equipment to department of business education to further the promotion of quality of business education programme

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