IMPACT OF TERTIARY EDUCATION TRUST FUND (TETFUND) INTERVENTIONS ON INDUSTRIAL PEACE IN OLABISI ONABANJO UNIVERSITY, AGO-IWOYE, OGUN STATE

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Abstract

The Tertiary Education Trust Fund (TET FUND) was established by the Federal Government of Nigeria to tackle the problem of inadequate funding of tertiary institutions which had been a major source of industrial unrest and disharmony in these institutions. This study therefore examined the impact of TET FUND interventions on industrial peace in Olabisi Onabanjo University, Ogun State, Nigeria. Descriptive survey research design was adopted and qualitative data were collected using a questionnaire to elicit information from a total number of 250 respondents from total population of 1,723 staff of the university. From the sample size, 128 (56%) were male while 122 (54%) were female. Data collected were analyzed using regression analysis to test all the hypotheses at 0.05 level of significance. Findings revealed that TET FUND interventions have significant impact on infrastructural development, staff development and industrial peace in Olabisi Onabanjo University. It is therefore recommended that the Federal Government should step up efforts to ensure that tertiary institutions (federal and state owned) are adequately funded through TET FUND so that staff salaries and other staff related matters which have been a major source of industrial conflict and disharmony is addressed.

Key words:

TET FUND
Interventions,
Infrastructural
Development, Staff
Development, Industrial
Peace, Ogun State.

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1. Introduction

Higher education also referred to as post-secondary or tertiary education is the education given after secondary education in colleges of education, monotechnics, polytechnics, universities and those institutions offering correspondence courses (Federal Government of Nigeria, 2004). Considering the above definition by the Federal Government of Nigeria, it is therefore safe to refer to higher education as a fundamental driving force for acquisition of knowledge and development of human capital needed for the progress of Nigeria. This fact is corroborated by Peremotode (2007) who sees higher education as the facilitator, the bed rock, the power house and the driving force for the strong socio-economic, political, cultural, healthier and industrial development of Nigeria. On the other hand, industrial peace is not the absence of disagreement in an organization or work place, but it is when there is understanding between employers and employees that permits the system to achieve set goals. Industrial peace enhances labour productivity and in turn improves performance in the industrial sector, achieving economic growth and enhancing living standards and quality of life. According to Onyeizugbe, Aghara, Olohi and Chidiugo (2018), industrial peace is a situation where employers and employees cooperate willingly in pursuit of the organization's aims and objectives.

Higher education is generally seen as a major catalyst for human and capital development in Nigeria, in particular through its traditional missions of teaching, research and community services. However, from 1980 the decay of all tiers of education due to lack of proper funding became monumental and this led to several cases of industrial unrest in the public tertiary institutions in Nigeria. This has resulted in poor education outcomes especially in tertiary institutions where students stay more than the required number of years on their programmes not for lack of scholarship on the part of the students but due to incessant industrial actions and lack of industrial peace in these tertiary institutions. Academic Staff Union of Universities (ASUU) has always been in the forefront of the struggle to force the government to be alive to their responsibilities, citing infrastructural decay and lack of human capital development in these tertiary institutions as their major concerns. Private Universities sprang up to address this funding problems and lack of industrial peace in the country. To solve the problem of lack of industrial peace, they refused unionization of their workers.

According to Okoli (2006) the Nigerian government has failed to meet the recommended 26% of local budget allocation to the education sector as laid down by the United Nation Educational Scientific and Cultural Organization (UNESCO). This

indicates that the tertiary institutions in Nigeria are grossly underfunded. In order to bridge the funding gap in Nigeria Universities, the Federal Government established Tertiary Education Trust Fund (TET FUND) to rescue tertiary educational system from total collapse. The question now is - has TET FUND been able to solve the problem of industrial peace in public tertiary institutions?

The main objective of this study was to examine the impact of TET FUND interventions on industrial peace in Olabisi Onabanjo University. Specifically, the study sought to realize the subsequent objectives:

- 1 To determine the impact of TET FUND intervention on infrastructural development in Olabisi Onabanjo University.
- 2 To determine the impact of TET FUND intervention on staff development in Olabisi Onabanjo University.
- 3 To ascertain the relative effect of TET FUND interventions on industrial peace in Olabisi Onabanjo University.

1.1 Research Hypotheses

The following hypotheses guided the study:

Ho₁: TET FUND interventions have no significant impact on infrastructural development in Olabisi Onabanjo University.

Ho₂: TET FUND interventions have no significant impact on staff development in Olabisi Onabanjo University.

Ho₃: TET FUND interventions have no significant effect on industrial peace in Olabisi Onabanjo University.

2. Review of Literature

Nigerian University System has been plagued by incessant industrial disputes and disharmony for quite a very long time. This has made these institutions to be lagging behind others in the world. According to Webometrics (2020) the highest ranking university in Nigeria was University of Ibadan which ranked 1249th in the world. The poor state of Nigerian higher education is amplified by Asiyai (2013) who lists inadequate funding, inadequate teaching staff/poor quality teaching staff, poor policy implementation, lack of resources, frequent labour disputes among other factors responsible for the condition which Nigerian higher education now find itself. According to Okoro and Agugum (2017), the educational state of Nigeria is visibly poor; however, some measures could be taken to turn the tide. The above assertion confirmed the poor state of Nigerian higher education system.

Offem, Anashie and Aniah (2018) confirm that the history of strike actions which gave birth to industrial disharmony and industrial disputes in Nigerian tertiary institutions date back to 20th May, 1980 when a trade dispute was declared with the Governing Council of Universities in Nigeria which demanded among other things, improved funding of the universities, academic freedom, university autonomy as well as setting up of a special body to review the conditions of service of staff of the universities. Since that time, universities in Nigeria have been afflicted with industrial disharmony and industrial disputes which made industrial peace a mirage in these tertiary institutions. According to Wahab (2018) the Academic Staff Union of Nigerian Universities (ASUU), the principal union and a major stakeholder in the tertiary institutions in Nigeria, has been on major strike fourteen times from 1999 to 2018. This clearly underscores the fact that these institutions have not been at peace industrially for most of these periods.

The effects of these strikes actions and the resultant industrial disharmony include stagnated physical and academic development of these tertiary institutions. According to Amadi and Urho (2015) most academic activities for school year are distorted and this becomes a major cause of production of unqualified graduates who are deficient in their field of study. In addition, Oladipo (2012) posits that strike would result in the academic calendar being compressed and part of the curriculum skipped, some topics would not be treated and the students would have to write their examinations without adequate preparations thereby occasioning poor academic performance and decline in quality of education.

According to Chinedu (2018), the consequences of industrial disharmony include disruption of academic calendar. There are irregularities in virtually all the academic calendars of Nigerian tertiary institutions. Many public universities and polytechnics have lost one or two academic sessions. Consequently, four-year courses often extend to five or six years as a result of closure of schools which emanated from industrial strike.

According to Okoye and Udoudo (2015), the empowerment of human resources with appropriate skills is important to curb the increasing rate of social vices and ills and therefore, the negative repercussions of joblessness. The necessity for strategies to enhance service delivery in the Nigerian universities has necessitated the call for strategies to improve upon their human resources which will, in turn, improve industrial peace. Human resources are essential in the running of organizations. An organization can have in its possession all the money and the materials needed, capable hands that can run the outfit will still be needed. Human resources are therefore the most essential of the three resources an organization needs. Nwankwo

(2000) also submits that human resources are the highest asset of any organization, because no matter the amount of capital invested in an organization, its success or failure is largely based on the quality of people who run the organization.

Human resources and its management are all about the people in the organization. Hence people and how they are managed are becoming more important because many other sources of competitive success are less powerful than they are used to. However, recognizing that the basis for competitive advantage is essential to developing a different frame of reference for considering issues of human resource as strategic, because human resource aims to ensure that there is retention of the skilled, committed and well-motivated workforce it needs. This means taking steps to assess and satisfy future people's needs and to enhance and develop their inherent capacities –their contributions, potential and employability – by providing learning and continuous development (Eme and Anyadike, 2014).

Of all the resources used in an organization, to accomplish the set goals and objectives, human resource is the most, difficult to handle because of the unpredictable and complex nature of man. Organization put different people with different attitudes, interests and desires together to work. Therefore, there is a high tendency that they will most of the time be at cross purposes. Although, it is understandable to the management and the staff of an organization that the two arms need to work harmoniously together for the attainment of the organizational goals, this expectation, however, is not always fulfilled in practice, because the departments, units or groups share scarce resources or work activities and have different status, goals, roles values and perceptions.

In essence, when needs are not met, there is bound to be disharmony. Notably, a university is a system that holds a group of individuals with different backgrounds and characteristics, and as such, achieving an environment devoid of grudges and grievances is quite difficult. According to Iwanbe (2002), most organizations are either indifferent to information meant for workers or they communicate in a haphazard manner so that the intended message never reaches the employees or students (in the case of school organizations) in a manner they can properly decode. This in turn mars the communication machinery of the school or organization and the school fails to realize its set goals and objectives. It is in this way that inadequate communication in a school setting can breed misunderstanding, suspicion, mistrust, rumours, and ultimately, conflict or crisis.

In recent times, Nigerian educational institutions have experienced disharmony, instability and other forms of industrial conflict. This situation has resulted in low productivity in the schools. Most of these problems have been as a result of poor

communication (Enyi, 2001). According to Nworgu (2005), most Nigerian universities have experienced a series of crises caused by poor communication between students and university administrators. The universities like other modern institutions are not without discord, incompatible objectives and response to issues concerning the welfare of employees, which are viable sources of dispute. This can later lead to wider industrial actions if not well handled; might be counter-productive and give rise to inefficiency, ineffectiveness or mental stress in the achievement of stated organizational goals and objectives.

Igbaji (2009) further submits that industrial dispute has become a focal concept in the industrial relations system. While threats of strike cannot be absolutely prevented, conflicts or misunderstandings that often emanate from it can be well managed. Tertiary institutions which include universities, polytechnics and colleges of education had been locked up indefinitely and some students got pregnant or derailed by engaging in all manner of vices like internet fraud or scam as a result of unresolved industrial dispute bothering on minimum wage, poor funding of tertiary institutions and failure on the part of government to implement an agreement between it and unions.

The roles of the government in enhancing industrial peace in the universities in Nigeria have received wide attention in the literature of industrial relations. This is because many organizations in Nigeria are saddled with lots of industrial challenges occasioned by inefficient and ineffective management style or strained relationship between management and labour unions (Osamwonyi and Ugiagbe, 2013). Consequently, productivity in most organizations has comparatively been hampered, thanks to frequent industrial conflicts.

Udejah (2001) notes that when the acceptable organ does not provide the specified information, substitute communication develops in the form of rumours, gossip and falsehoods. These, in turn, have the potential to generate conflict within the institution. Thus, Nworgu (2005), observes that conflicts between groups can be an indication of a lack of effective communication and positive interaction. On the other hand, when used properly communication has the capacity to enhance the prompt detection of internal strain, prevents conflict situations and subsequently increases worker productivity.

Industrial peace is not the absence of disagreement, but it is when there is understanding between employers and employees that permits the system to achieve set goals. Industrial peace enhances labour productivity and in turn improves performance in the industrial sector, achieving economic growth and enhancing living standards and quality of life. Further, industrial peace creates a peaceful working

environment conducive to tolerance, dialogue and other alternative (to strike) means of resolving industrial or labour disputes in Nigeria (such as negotiation, mediation, arbitration, conciliation and litigation or court adjudication). This creates a high level of employee satisfaction. Suggestively, the imperatives of industrial peace are the most potent panacea in a developing economy like Nigeria, for a productive system and sustainable human development (Onasanya, 2009).

It would seem to follow naturally that if more individuals are educated, the wealth of the nation would rise, since more education attracts higher wages and aggregately higher national income. It is also believed that if there are positive externalities of education, national income should increase by even more than the sum of the individual benefits. Believing that education is an agent of change in Nigeria has resulted into heavy investment in it, and therefore leaving of infrastructural and other capital developments to the institutions through TET FUND interventions.

In recent times, industrial crisis is assuming unprecedented proportion in Nigeria. According to Agba, Ushie and Agba, (2009), the incessant crisis in the private and public sectors has more than ever before been publicized in the manifestation of negative consequences which have shown stunted economic growth, irregular school calendar and poverty. Albert and Yahaya (2013) lent credence to this view, that the pattern of industrial relations in Nigeria has been conflictual in nature with disruptive consequences and significant work-stoppages. Various reasons and explanations have been adduced as to why the relationship between labour and management is conflict ridden.

Iheriohanma (2007) submits that management practice of exclusionism, neglect of power sharing mechanism which ensures partnership amongst stakeholders in the workplace and derogation of organizational communication pattern may breed disharmony in contemporary organizations. In an effort to find a solution to the alarming rate of industrial conflicts in the universities, government has evolved various strategies to check-mate the unprecedented rate of industrial disharmony in the universities through TET FUND in order to finance educational resources.

For almost 40 years before now, it was clear that from primary to secondary and tertiary levels, there was the urgent need for funding to improve infrastructural and other capital developments of tertiary institutions and also take care of the welfare of workers in these institutions and generally create an enabling environment for conducive teaching and learning for the future. According to Ugwoke (2013), traditionally, public funding of education is either directly in the form of teachers' salaries, instructional materials and general infrastructure or indirectly through subsidies to households in the form of tax reductions, scholarships, loans and grants.

The main sources of fund had always been federal and state taxes, royalties and sale of crude oil, import and export duties and later since 1994 value added tax.

With all the above problems staring the government at the face, it then came up with a panacea for finding solutions to shortage of funding which is a major source of industrial conflict in public universities and Education Tax Fund (ETF) was conceived and born.

The Federal Government of Nigeria under President Ibrahim Babangida mindful of the reality of the situation took measures to arrest the rot. In December 1990 the Federal Government constituted the Gray Longe Commission on the Review of Higher Education in Nigeria to review the post-independence Nigerian Higher Education after Lord Ashby's Commission of 1959. The Longe Commission recommended the funding of upper education through tax which will be borne by companies operating in Nigeria. An implementation committee under the chairmanship of Professor Olu Akinkugbe was also put in place. An agreement was entered into by both the Federal Government of Nigeria and ASUU in 1992 specifically on the problems of funding of universities. In January 1993, the Education Tax Fund Act No7 of 1993 was promulgated alongside other education related Decrees. The Decree imposed a 2% tax on the assess-able profits of all companies in Nigeria.

The Federal Inland Revenue Services (FIRS) assesses and collects the tax on behalf of ETF. The funds are allocated for the overall improvement of education in all Federal and State tertiary institutions specifically for the supply and maintenance of:

- Essential physical infrastructure for teaching and learning
- Institutional material and equipment
- Research and publications
- Academic staff training and development and
- Any other need which, in the opinion of the Board of Trustees, is critical and essential for the improvement and maintenance of standards in the higher educational institutions (TET FUND, 2014).

This mandate was faithfully discharged between 1999 to May 2011 when the Education Tax Act was repealed and replaced by the Tertiary Education Trust Fund Act, due to lapses and challenges in operating the Education Trust Fund. According to Bamiro (2012), these lapses and challenges include:

- The ETF was overburdened and overstretched and could only render minimal support to all levels of public educational institutions in Nigeria;
- Duplication of functions and mandate of other Agencies was found out after the coming of ETF, like Universal Basic Education (UBE) and Millennium Development Goal (MDG)

• The decay, rot and dilapidation of facilities issues within the tertiary education continued to be irritating as funds are only thinly spread.

The Federal Government Revenue Service Agency (FIRS) is empowered by the Act to assess and collect Education Tax. The fund see to it that the tax imposed by the Act is collected and ensure disbursements to educational institutions at federal, state and local government levels. It also monitors the projects executed with the funds allocated to beneficiaries. The mandate of the Fund as provided in Section 5(1) (a) to (g) of the Act No. 7 is to administer and disburse the quantity within the Fund to Federal, State, and Native Government Educational Institutions, including primary and secondary schools, for the other matters ancillary thereto, but specifically to the following: work centres and prototype development, staff development and conference attendance, library systems at the different levels of education, research equipment procurement and maintenance, Higher Education Book Development Fund.

This was generally considered as a the much needed solution to handle the problems of funding to rehabilitate decaying infrastructure, restore the lost glory of education and confidence within the system and also consolidate the gains, build the capacity of teachers and lecturers and ensure teachers' development.

3. Methodology

For the purpose of this research work, a descriptive survey research design was adopted and made use of quantitative data to elicit information on impact of TET FUND interventions on industrial peace. To this extent therefore, the researchers made a representation by reporting the situation as they occur without manipulation of the variables. The population for this study covered all the teaching and non-teaching staff of Olabisi Onabanjo University, Ago-Iwoye, Ogun State with the population of 1,723 which comprised of 540 teaching staff and 1183 non-teaching staff. To arrive at the sample size of the respondents used for the qualitative data collection, the formula below was employed.

$$n = \frac{z^2 pq}{d^2}$$

where

n = the desire sample size

z = the quality normal deviate was 1.96

p = the prevalent of TETFUND intervention = 0.10 (assumption)

q = 1.0 – p = 1.0 – 0.10 therefore q = .90

d = degree of accuracy desired was 0.05.

For this study, p was set at 90%

$$n = \frac{(1.96)^2 (0.10) (0.90)}{(0.05)^2}$$

$$n = \frac{3.8417 \times 0.10 \times 0.90}{0.0025} = \frac{0.345753}{0.0025} \\ = 138$$

Secondary data was used as a means for data collection to examine the rate at which TET FUND Intervention was released to tertiary institutions between 2010 and 2015. The use of secondary data was to ensure that data collected is easy to analyze through the Statistical Packages for Social Sciences (SPSS). Primary data was also used to elicit response from the respondents. The questionnaire was designed to elicit background information. It contained 20 items: these items were carefully framed with a view to eliciting useful information from 258 respondents who indicated the intention to participate in the study. The questionnaire was divided into two parts. Section A requested for the demographic data of the respondents e.g. sex, age group, qualification, occupation, years of experience that made provision for demographic variables of the respondents while the second part requested for information on industrial peace. In an attempt to determine the reliability of the questionnaire, a test-retest with two weeks interval was carried out. The instrument was administered on 20 respondents who are not part of the main study. The result was used to determine the strength of the instrument. The data was analyzed using regression analysis at 0.05 level of significance.

4. Results and findings

Hypothesis One: TETFUND interventions have no significant impact on infrastructural development in Olabisi Onabanjo University, Ago-Iwoye, Ogun State, Nigeria.

Table 1

**Regression analysis of TETFUND interventions
and infrastructural development in Olabisi Onabanjo University**

Multiple R = .870^a R-Square = .7569 Adjusted R-Square = .615 Standard Error = 19658.001						
Source	Sum of Squares	df	Mean Squares	F	Sig	Remarks
Regression	63882.321	1	63849.230	57.326	.026 ^b	Reject H ₀
Residual	15532.000	4	38764.749			
Total	21890.192	5				

a. *Predictor: TETFUND interventions*

b. *Dependent Variable: Infrastructural Development*

The result in Table 1 indicated that TET FUND interventions have significant effect on infrastructural development ($R = .870$; $R^2 = .7569$; $F_{(1, 4)} = 57.326$; $P > .05$). This result showed that TET FUND interventions accounted for 75.69% of the total variance in infrastructural development in Olabisi Onabanjo University. The null hypothesis which stated that TET FUND interventions have no significant impact on infrastructural development in Olabisi Onabanjo University was therefore rejected. This result showed that TET FUND interventions had significant impact on infrastructural development in Olabisi Onabanjo University.

Hypothesis Two: TETFUND interventions have no significant impact on staff development in Olabisi Onabanjo University, Ago-Iwoye, Ogun State, Nigeria

Table 2

**Regression analysis of TET FUND interventions
on staff development in Olabisi Onabanjo University**

R = .744^a R-Square = .553 Adjusted R-Square = .402 Standard Error = 91633.193						
Source	Sum of Squares	df	Mean Squares	F	Sig	Remarks
Regression	23671.391	1	23673.691	53.5	.04 ^b	Reject H ₀
Residual	17632.608	4	44081.521			
Total	19954.554	5				

a. *Predictor: TET FUND interventions*

b. *Dependent Variable: Staff Development*

The result in Table 2 indicated that TET FUND interventions have significant impact on staff development in Olabisi Onabanjo University ($R = .744$; $R^2 = .553$; $F_{(1, 4)} = 53.5$; $P < .05$). This result showed that TET FUND interventions accounted for 55% of the total variance in staff development in Olabisi Onabanjo University. The null hypothesis which stated that TET FUND interventions have no significant impact on staff development in the Olabisi Onabanjo University was therefore rejected. This result showed that TET FUND interventions had significant impact on staff development in Olabisi Onabanjo University.

Hypothesis Three: TET FUND interventions have no significant impact on industrial peace in Olabisi Onabanjo University, Ago-Iwoye, Ogun State, Nigeria

Table 3

**Regression analysis of TET FUND interventions
on industrial peace in Olabisi Onabanjo University**

R = .348^a R-Square = .121 Adjusted R-Square = -.099 Standard Error = 39448.777						
Source	Sum of Squares	df	Mean Squares	F	Sig	Remarks
Regression	50713.392	1	50713.392	19.421	.049 ^b	Reject H_0
Residual	15954.610	4	28988.652			
Total	70368.000	5				

a. *Predictor: TET FUND Interventions*

b. *Dependent Variable: Industrial Peace*

The result in Table 3 indicated that TET FUND interventions had significant impact on industrial peace in Olabisi Onabanjo University ($R = .348$; $R^2 = .121$; $F_{(1, 4)} = 19.421$; $P < .05$). This result showed that TET FUND interventions accounted for 12.1% of the total variance in industrial peace in Olabisi Onabanjo University. The null hypothesis which stated that TET FUND interventions have no significant impact on industrial peace in Olabisi Onabanjo University was therefore rejected. This result showed that TET FUND interventions had a significant impact on industrial peace in Olabisi Onabanjo University.

These findings confirmed that TET FUND interventions have really accelerated growth and development of infrastructures in Olabisi Onabanjo University, Ago Iwoye. From the result of the test of hypothesis one, it was revealed that TET FUND interventions accounted for 75.69% of the total variance in infrastructural

development in Olabisi Onabanjo University. The null hypothesis which stated that TET FUND interventions have no significant impact on infrastructural development in Olabisi Onabanjo University was rejected. This result showed that TET FUND interventions had a significant effect on infrastructural development in Olabisi Onabanjo University.

This finding is in agreement with earlier studies conducted by Bamiro (2012), the study indicated that TET FUND's normal interventions in the tertiary institutions are in the following areas:

- Construction and Rehabilitation of buildings and Laboratories
- Procurement of teaching and research facilities
- Academic staff training
- Research and book development
- Capacity building and teacher training Programme
- Provision of ICT infrastructures
- Development of facilities that sustains institutions such as boreholes, electric power generation and many other more.

Bamiro and Olugbenga (2010) affirm that noteworthy is the significant effect of TET FUND in the area of capacity building through which from 2008 till date some junior academics have been sponsored with TET FUND both abroad and in Nigerian Universities in various areas spanning Medicine, Law Sciences, Technology, and other discipline.

From the above, it is evident that in no small measure TET FUND has positively impacted Olabisi Onabanjo University in the area of construction of buildings; procurement of library facilities cum books and journal; research and training of staff for better performance; provision of cars to facilitates and improve learning; provision of ICT infrastructures and so on since its inception.

With TET FUND interventions coming in at regular interval, the University which was initially plagued with paucity of fund and regular industrial strike actions has been able to enjoy uninterrupted industrial peace in the last eight years. The University has been able to complete its academic calendar at normal time leading to the regular convocation ceremonies for her graduates.

5. Recommendations

The following recommendations are made based on the above findings and conclusion:

1. Considering the fact that TET FUND is a Federal Government effort at solving the problem of funding in tertiary institutions, state government should also

step up efforts at ensuring that their tertiary institutions are adequately funded so that salaries and other staff matters can be addressed. This is against the backdrop that, by legislation and procedures TET FUND interventions cannot be used to pay staff salaries which has always been a major source of industrial disharmony in these tertiary institutions.

2. TET FUND should do more in the area of human resources development for the research and academic growth of government owned tertiary institutions in Nigeria.

6. Conclusion

The impact of the TET FUND interventions in Olabisi Onabanjo University (OOU) cannot be overemphasized. An x-ray of the various projects implemented by the TET FUND interventions indicates that since the inception of the scheme in Olabisi Onabanjo University there has been a massive improvement in the infrastructural development in the institution. It has significantly reduced the incessant strike that bedevil the university academic programmes. Academic calendar is not being disrupted as before which is an indication of industrial peace and harmony.

This study was limited to Olabisi Onabanjo University, a public owned university in Nigeria. It is instructive to note that there are other institutions in Nigeria that are also categorized as tertiary institutions. These include colleges of education, monotechnics, polytechnics and other vocational centres providing educational services beyond secondary education. Similar researches could also be carried out to cover other categories of tertiary institutions in Nigeria.

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