
THE IMPACT OF TETFUND INTERVENTIONS ON THE EDUCATIONAL DEVELOPMENT OF KANO STATE POLYTECHNIC

Aliyu Muhammad Sani

Department of Academic Planning and Research Development
Kano State Polytechnic, Nigeria

Email Address: alisani180@gmail.com; +2348035897442

ABSTRACT

This research paper is centered on studying the Impact of TETFUND Interventions on the Educational Development of Kano State Polytechnic. The major objective of the research study was to ascertain the extent of the contribution of TETFUND to the general staff both academic and non-academic, students, and structure in relation to the composite drive to excellence and overall educational development of Kano State Polytechnic. Other objectives were to assess the impact of the Capital Projects on the Educational Development of Kano State Polytechnic and to determine the impact of training and development on the Educational Development of Kano State Polytechnic. Both primary and secondary data collection, Questionnaires and oral interviews were used in getting information from the respondents. The research used five case study areas namely; Kano State Polytechnic Central Administration, School of Technology, School of Management Studies, School of General Studies, School of Environmental Studies and School of Rural Technology and Entrepreneurship Development. The generated data was analyzed using Structural Equation Modeling (SEM and SPSS). This gave the analysis more efficiency, reliability and accuracy. The research finally produced findings and recommendations where therefore, given against the negative findings. The recommendations were offered in such a way that will benefit not only Kano State Polytechnic but many other educational institutions and the larger society. This means that the findings and recommendations could be generalized without difficulties.

Keywords: Interventions; Education, Development, Kano State Polytechnic, TETFUND.

1.0 Introduction

Tertiary Education Trust Fund TETFUND was supported by an Act to enable the TETFUND achieve its objectives. The TETFUND ACT, 2011 imposes a 2 percent (2%) Education Tax on the assessable profit of all registered companies in Nigeria. The Federal Inland Revenue Service (FIRS) is empowered by the Act to assess and collect Education Tax. The Fund administers the tax imposed by the Act and disburses the amount to tertiary educational institutions at Federal and State levels. It also monitors the projects executed with the funds allocated to the beneficiaries. The 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 institutions, specifically for the provision and maintenance of essential physical infrastructure for teaching and learning, Instructional material and equipment, Research and publication, Academic staff training and development, Any other need which, in the opinion of the Board of Trustees, is critical and essential for the improvement of quality and maintenance of standards in the higher educational institutions in Nigeria.

TETFUND ensures that funds generated from education tax are utilized to improve the quality of education in Nigeria by Providing funding for educational facilities and infrastructural development, promoting creative and innovative approaches to educational learning and services, Stimulating, supporting and enhancing improvement activities in educational foundation areas like Teacher Education, Teaching Practice, Library, Development, etc. Championing new literacy-enhancing areas such as scientific, information and technology literacy.

TETFUND interventions span around key significant drivers of educational transformation such as Academic Staff Training and Development, Manuscript Development, Fabrication, Conference attendance, Institution Based Research, ICT support, Library Development, Project maintenance, publication of Journals and Advocacy & publicity. These carefully selected interventions will propel the educational development of the Polytechnic.

The Research therefore, will focus on the impact of TETFUND Interventions on the general Academic Excellence of Kano State Polytechnic.

1.1 Statement of Research Problem

TETFUND is an intervention agency established by the Federal Government of Nigeria to provide supplementary funding to public tertiary institutions in the country. The fund was established in 2011 following the repeal of the Education Tax Act of 2002, which made it mandatory for all registered companies in Nigeria to contribute 2% of their assessable profits to the fund. The purpose of the TETFUND intervention programme is to provide financial support to public tertiary institutions, such as universities, polytechnics, and colleges of education, for the improvement of infrastructure, research and development, and human resource development.

Through the TETFUND intervention programme, institutions can access funds for the construction of new buildings, renovation of existing structures, procurement of equipment, and other capital projects. The programme also provides support for academic staff development, including sponsorship of conferences, workshops, and seminars, as well as local and international scholarship opportunities. Overall, the TETFUND intervention programme aims to improve the quality of education and the state of infrastructure in public

tertiary institutions, thereby enhancing the capacity of these institutions to produce highly skilled graduates who will contribute to national development.

However, it has been observed that despite the TETFUND commitment and support on infrastructural development, research as well as long and short term training for both academic and non-academic staff, there still exist emerging issues regarding the impact on teaching facilities, staff job competencies and general decay in practical lessons. Ibrahim (2021) noted that, many institutions/staff who succeeded in accessing TETFUND grant are not utilizing it to the fullest. It is against this background that the study on the impact of TETFUND intervention on the educational development in Kano state Polytechnic emerged.

1.2 Objective of the research study

1. To assess the impact of the Capital Projects on the Educational Development of Kano State Polytechnic.
2. To determine the impact of training and development on the Educational Development of Kano State Polytechnic.
3. To assess the impact of research and publication on the educational development of Kano State Polytechnic.
4. To determine the extent of the relationship between TETFUND interventions and Educational Development of Kano State Polytechnic.

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Education frequently takes place under the guidance of educators, but learners may also educate themselves. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational.

Educational development is defined as a “key lever for ensuring institutional quality and supporting institutional change” (Sorcinelli, Austin, Eddy & Beach, 2005, p. xi). It was also defined as actions “aimed at enhancing teaching” (Amundsen & Wilson, 2012, p. 90)

From the 1980s, due to several factors ranging from the global economic recession, upsurge in the number of students in schools, political proliferation of schools, politicization of educational administration, ineffective educational supervision, and lack of purposeful political direction, the education industries declined in nature and substance, in growth and development and gradually became a ghost of themselves.

The former Vice President, Namadi Sambo, has said that the Federal Government, has so far spent over N34 billion on the provision of various developmental programmes and projects in higher institutions in Kano State. According to him, the money was spent through intervention programmes under the Tertiary Education Trust Fund (TETFUND). This, he said, was because, the government was conscious of the fact that education was the bedrock for any meaningful development in the society.

Within a “period 2010 to 2014 the total amount expended by TETFUND for both infrastructural and academic training in Kano State tertiary institutions is N34.109 billion,” out of the “total of N644 billion invested by TETFUND across the country within the period,” Sambo noted that since establishing TETFUND as an intervention agency in the

education sector, the fund has played a vital role in addressing the infrastructural decay and other problems confronting tertiary education. President Muhammadu Buhari described it as the catalyst for transforming the Nigerian Educational and Economic landscape.

Recall that the fund's Intervention activities peaked a climax last year with the release of N213,418,124,493.75 to kick start the Fund's 2017 Intervention in the nation's Public Universities, Polytechnics and Colleges of Education.

2017 Intervention activities show that an annual direct disbursement was allocated N149,392,687,145bn, high impact phase six was allocated N30bn; while zonal interventions and stabilization fund got N4 and N10.6bn, respectively.

2.0 Discussion of the study

The result derived from the assessment of the objectives of the study indicated a positive relationship between TETFUND interventions (Capital projects) and Kano State Polytechnic on educational development of the institution. There is certainly a significant relationship among the distinct units of the Polytechnic including the Central Administration with regards to the efficiency of service delivery from both Academic, Non Academic, other supporting Staff and the general operations of the system leading to high impact on the quality of education the Polytechnic offers. Additionally, the result showcase policy strategies that revamp the educational development of the Polytechnic in general.

3.0 RESEARCH METHODOLOGY

3.1 Research Design

The Research adopted the use of both Primary and secondary data where he used designated questionnaires to cover all the five unit Schools of the Polytechnic and the Central Administration as the population of Study i.e. School of Technology, School of Management Studies, School of General Studies, School of Environmental Studies Gwarzo and School of Rural Technology and Entrepreneurship Development Rano. The Researcher, however, analyzed the data using Multiple Regression Analysis to test the alternate hypotheses at 0.05 level of significance.

3.2 Sources of Data

Research instrument generally, are devices for collecting data for the study. In the course of this study, the research instrument for this study includes:

3.3 Primary Data:

This refers to the data collected by the researcher through the use of questionnaire and personal interviews. For this research, questionnaire and personal interview were used to get firsthand information from some senior and other staff of Kano State Polytechnic.

3.4 Secondary Data:

This refers to existing statistical materials which are not originated/generated by the researcher himself, but which are obtained from someone else's record or publications, example, books, journals, publications in government offices.

3.5 Method of Data Analysis

The primary data collected through the questionnaire was analyzed and presented using different descriptive and non-parametric methods. The data was presented using simple percentage table, while the hypotheses formulated earlier was tested using "chi-square" and correlation (Pearson). Data generated from the questionnaire are presented in frequency distribution tables and analyzed by the use of simple percentage techniques.

3.6 Decision Rule:

If the calculated is greater than the tabulated, you reject the null and accept the alternate but if otherwise reject the alternate.

4.0 RESULTS AND DISCUSSION

4.1 Population of the Study

The population of this study consists of some management staff and other staff of Kano State Polytechnic.

Table 1: Population Table (Source; Annual Report 2023)

Organization	No of Staff
Central Administration	150
School of Technology	480
School of Management Studies	390
School of General Studies	125
School of Environmental Studies	70
School of Rural Technology and Entre. Development	60
Total	1275

Sample Size Determination

Taro Yamene's formular was used to get the total number of a workable sample size.

$$\text{Using } n = \frac{N}{1+N(e)^2}$$

Where; n = Samples Size
H = Population size
I = Constant
E = Degree of error

Thus, substituting the values in the formular

$$n = \frac{1275}{1+1275(0.0025)^2}$$
$$= 304$$

$$\text{Sample size for C.A. based on the available data of annual report of 2019}$$
$$= \frac{150 \times 304}{1275}$$
$$= 35.7$$
$$= 35$$

Sample size for SOT based on the available data obtained

$$\begin{aligned} &= \frac{480 \times 304}{1275} \\ &= 114.4 \\ &= 114 \end{aligned}$$

Sample size for SMS based on the available data obtained

$$\begin{aligned} &= \frac{390 \times 304}{1275} \\ &= 92.9 \\ &= 92 \end{aligned}$$

Sample size for SGS based on the available data obtained

$$\begin{aligned} &= \frac{125 \times 304}{1275} \\ &= 29.8 \\ &= 29 \end{aligned}$$

Sample size for SES based on the available data obtained

$$\begin{aligned} &= \frac{70 \times 304}{1275} \\ &= 16.6 \\ &= 16 \end{aligned}$$

Sample size for SORTED based on the available data obtained

$$\begin{aligned} &= \frac{60 \times 304}{1275} \\ &= 14.3 \\ &= 14 \end{aligned}$$

Total Sample Size = 304

4.2 Sampling Technique

Simple random sampling technique was used by the researcher in obtaining information for the research. The sampling technique provide employees the same and known chances of being nominated.

4.3 Description of the Instrument

The major instruments that were used to collect data by the researcher were the questionnaire and interview scheduled. In designing the questionnaire, the researcher used five-point likert scale questions, in addition the researcher used oral interview to collect data from respondents.

4.4 Validity of the Research Instrument

Validity is the extent to which a measuring instrument on application performs the function for which it is designed. To ascertain the validity of the instrument, content validity was adopted. Content validity is the estimate of how much a measure represents every single element of a construct. Basically, no interesting aspect of the study was omitted in designing the survey questions, coupled with the fact that the questionnaire was designed from the

objective of the study. The content of the questionnaire was validated by some staff of CA, SOT, SMS, SGS, SES and SORTED.

4.5 Reliability of Research Instrument

Ezigbo (2007) states that test reliability refers to the consistency of reproducibility of the result of a test, to ensure reliability of the instrument, the researcher adopted a test re-test method in which the researcher distributed 10 copies of the questionnaires to the employees of the institutions understudied. That is five copies for each organization. After some days, the instrument was collected and re-administered for the second time. The questionnaire distributed were completed and returned using Spearman rank order correlation coefficient which was found to be high, $P = 0.0988$ showing the reliability of the instrument

Table 2: Distributed and Return of the Questionnaire

Organization	Distribution		Distribution		Distribution	
	Freq.	Per. (%)	Freq.	Per. (%)	Freq.	Per. (%)
C.A.	50	16.44	30	15.46	20	18.18
SOT	71	23.35	51	26.28	32	29.09
SMS	63	20.72	42	21.64	25	22.72
SGS	45	14.80	27	13.91	16	14.54
SES	35	11.51	23	11.85	8	8.24
SORTED	40	13.15	21	10.82	9	4.63
Total	304	100	194	100	110	100

Source: Field Survey 2023

Table above shows that 194 (63.8%) questionnaire were returned and used. While 110 (36.2%) were not returned and used.

Table 3: Assessment of the impact of Capital Projects on the Educational Development of Kano State Polytechnic

Items Statement	SA	A	N	D	SD	Mean	Standard Deviation	Remark
A. Capital projects enhance educational development	103	36	33	11	11	4.08	1.200	Accept
B. Capital projects provide effective teaching environment	91	58	23	11	11	4.07	1.152	Accept
C. Capital projects boost institutions effectiveness	63	98	11	11	11	3.98	1.060	Accept
D. Capital projects help in providing enabling learning environment	78	63	31	11	11	3.96	1.142	Accept
E. Capital projects help in providing better learning equipment and laboratories	67	68	34	12	13	3.85	1.164	Accept

Source: Field Survey 2023

The impact of capital projects on the educational development of Kano State Polytechnic was examined with five item statement and a mean response cut off mark of 3.00. Based on the mean cut off mark, all the five item statement were accepted as the impact of capital projects on the educational development of Kano State Polytechnic. Respondents with mean score of 4.08 strongly agreed that capital projects enhance educational development, respondents with mean score of 4.07 strongly agreed that capital projects provide effective teaching environment, respondents with mean score of 3.98 agreed that capital projects boost organizational effectiveness, respondents with mean score of 3.96 strongly agreed that capital projects help in providing enabling learning environment. Finally, respondents with mean score of 3.85 agreed that capital projects provide better learning equipment and laboratories.

Table 4: Determination of the impact of Training and Development on the Educational Development of Kano State Polytechnic

Items Statement	SA	A	N	D	SD	Mean	Standard Deviation	Remark
A. Employee training enhances institutions productivity.	36	10	21	23	13	3.64	1.117	Accept
B. Employees training boosts institutions education quality	98	46	23	12	15	4.03	1.255	Accept
C. Employees training enhances institutions efficiency	104	49	18	11	12	4.14	1.183	Accept
D. Employees training promotes employees commitment to work effectively	57	83	21	15	18	3.75	1.222	Accept
E. Employees training helps in attainment of institutions goals and objectives	97	43	22	13	19	3.96	1.331	Accept

Source: Field Survey 2023

The effect of employee training on the productivity of selected institutions (school units of Kano State Polytechnic) was investigated with five item statement and a mean cut off mark of 3.00. All the five item statement was accepted as how does teamwork affect institutions productivity in Kano State Polytechnic. Respondents with mean score of 3.64 strongly agreed that employee training enhances institutions productivity, respondents with mean score of 4.03 strongly agreed that employee training boost institutions education quality, respondents with mean score of 4.14 strongly agreed that employee training enhances institutions efficiency, respondents with mean score of 3.75 agreed that employee training promotes employee commitment to work, finally, respondents with mean score of 3.96 strongly agreed that employee training helps in attainment of the institutions goals and objectives

4.6 Descriptive Statistics

H01:

There is no significant impact of capital projects on the educational development of Kano State Polytechnic with the aid of Pearson Product-moment Correlation (r). The Pearson product-moment correlation coefficient (r) in the study is 0.940 = 93.0%. This connotes a positive and significant relationship at 0.05 level of significance. Therefore, pending other statistical evidence, we reject null hypothesis and accept the alternate hypothesis that there is significant impact of impact of capital projects on the educational development of Kano State Polytechnic.

4.7 Test of Hypotheses

H01: There is no significant impact of capital projects on the educational development of Kano State Polytechnic

	Mean	Std. Deviation	N
Capital projects on educational development of Kano State Polytechnic>	4.08	1.200	194
	4.14	1.183	194

Correlations

M		Capital Projects	Educational Development of Kano State Polytechnic
	Pearson correlation	1	.920 ^{**}
Educational development of Kano State Polytechnic	Sig. (2-tailed)		.000
Kano State Polytechnic	N	194	194
Employees on productivity of Kano State Polytechnic	Sig. (2-tailed)		.000
	N	194	194

****Correlation is significant at the 0.05 level (2-tailed)**

H02: Employee Training has no significant effect on the productivity of Kano State Polytechnic.

	Mean	Std. Deviation	N
Capital projects	4.08	1.200	194
Educational development and Productivity	4.08	1.200	194

Correlation

		Employee Training	Productivity
Employees Training on educational development and productivity of the Kano State Polytechnic	Pearson correlation	1	.706 ^{**}
	Sig. (2-tailed)		.000
	N	194	194
Productivity	Pearson correlation	.706	1
	Sig. (2-tailed)	.000	
	N	194	194

Source; SPSS 20

H02: Employee training has no significant effect on the educational development and productivity of Kano State Polytechnic. This was investigated with the aid of Pearson Product moment Correlation (r). The Pearson product moment correlation coefficient (r) in the study is 0.706 = 70.6%. This connotes a positive and significant relationship at 0.05 level of significance. Therefore, pending other statistical evidence, I reject null hypothesis and accept the alternate hypothesis that employees training has significant and positive effect on the educational development and productivity of Kano State Polytechnic.

5.0 Summary of Research Findings

1. The key findings of the study include.
2. There is significant impact of capital projects on the educational development of Kano State Polytechnic.
3. Employee training has significant and positive effect on the educational development and productivity of Kano State Polytechnic.

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