

Effect of Tertiary Education Tax Fund (TETFUND) On Management in Nigerian Tertiary Education

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Abstract

The Tertiary Education Tax Fund's (TETFUND) effect on management in Nigerian tertiary education was investigated in this study. The primary objective of the study was to determine whether the distribution of ETF money to Nigerian postsecondary institutions has a significant effect on the number of students who enroll there. The hypothesis was created with the investigation's objectives in mind. A survey and a time series were employed as the research methods. Data were obtained from the National Bureau of Statistics using financial ratios, and they were analyzed using regression analysis and SPSS statistical software version 20.0. According to the study's findings, there is no connection between the enrollment rates of Nigerian tertiary institutions and the amount of ETF funds provided to those schools. The study's findings suggest that in order for the intervention body to create worthwhile employment, funding should be distributed in accordance with the enrollment percentage of Nigeria's higher education institutions.

Keywords: Tertiary Education, TETFUND, management, and University are keywords

Introduction

The Tertiary Education Trust Fund (TETFUND) was established by a resolution that the National Assembly approved in June 2011. The adopted lawfully nullified the Education Tax Fund (Amendment) Act No. 17 of 2003 and the Education Tax Fund Act Cap. E4 Laws of the Federation of Nigeria 2004. The Trust was established to manage and distribute educational money to the country's Federal and State Tertiary Educational Institutions in compliance with the Regulations for Evaluation of TETFUND (2015). The primary source of funding for the Fund is the 2% education tax deducted from the assessable profit of businesses with Nigerian corporate domiciles.

The Federal Inland Revenue Service (FIRS) is responsible for collecting taxes. The Education Tax Fund (ETF) was nevertheless formed by the Education Tax Act No. 7 of 1993, which was subsequently revised by Act No. 40 of (22 December 1998). The Act mandates that all incorporated bodies pay tax at a rate of 2% on their assessable earnings. All companies having a registered address in Nigeria are subject to the tax. To determine a corporation's assessable earnings, the Petroleum Profits Tax Act or the Companies Income Tax Act would be used, as

appropriate.

The well-known fall in educational quality and the severe deterioration of the infrastructure and other amenities at all levels of the Nigerian educational system made the adoption of this Education Tax Act inevitable (Ugwuanyi, 2014). The vast majority of educators started leaving their countries in search of better possibilities.

Universities and other educational institutions are in a sophisticated state of breakdown as a result of this worldwide. The insufficient support provided to college students today hinders our educational institution's capacity to effectively educate and conduct research (Afolayan, 2015). College Poor families' enrollment in our higher education institutions has all but vanished. It is therefore not surprising that the late Yar' Adua's administration had to cope with lengthy lists of recommendations from labour unions in the education sector on how to improve the sector. Over time, less funding has been allotted for more thorough training. The unions had to start exhaustive strikes one after another to support their claims, which caused the institutions to be closed for more than four months. Imhabekhai and Tonwe (2001) emphasised that the college administration is under pressure and unable to deliver necessary services as a result of the current underfunding of higher education. This has led to a number of crises in the system, including an increase in the activities of hidden cults, strikes by academic and non-academic workers, a lack of equipment and facilities, indiscipline among staff members and students, and more. Higher education refers to all post-secondary educational institutions, including universities, polytechnics, monotechnics, and professional schools (Abdu 2003). According to the World Bank (2009), either there aren't enough funds available for teaching, research, and learning, or the ones that are are dreadfully poor and insufficient for universities to fulfil their primary function.

Nigeria continues to lack adequate academic facilities after numerous TETFUND initiatives. Universities in Nigeria are losing quality at an alarmingly quick rate. There is a severe lack of furniture needed for office spaces, classrooms, libraries, labs, student books and periodicals, and dorm rooms. determining whether there is any impact on the number of students enrolled in Nigerian tertiary institutions of the transfer of ETF funds. The purpose of this study is to evaluate the effects of the Tertiary Education Tax Fund (TETFUND) on the expansion of tertiary institutions in Nigeria.

Statement of the Problem

We have been unable to accomplish the purpose for which our tertiary institutions were established because we have not provided enough financing for them. Fourteen years after the decree on the education tax and its passive implementation, has our higher education system actually altered at all? Before this directive was passed, our tertiary institutions struggled with outdated textbooks in our libraries, faculty that had deteriorated, crammed classrooms, and hostels. Even now, same problems exist in our postsecondary institutions. It should be made clear what impact the Education Tax Fund (ETF) has had on our higher education system, assuming they are still around.

Significance of the Study

This study aims to increase public awareness of the many benefits of the education tax fund (ETF) incentives, which are designed to better the financial status of academic efforts in our tertiary institutions. The findings will enable the society to understand the various problems that have impeded the payment of this fund ever since its inception.

Objective of the Study

The following goal will help the researcher carry out the investigation:

To determine if there is a relationship between the funding given to Nigerian tertiary institutions and their enrollment rate.

Research Question

How much of an impact do funding allocations have on the number of students enrolled in tertiary institutions in Nigeria?

Hypotheses

HO: Allocations from the Education Tax Fund (ETF) to Nigerian tertiary institutions do not correlate in any way with those institutions' enrolment rates.

HI: The amount of ETF funds allocated to Nigerian tertiary institutions has a big impact on how many students enroll there.

The Education Tax Fund was established by the Education Tax Act No. 7 of 1993, as amended by Act No. 40 of (22nd Dec) 1998, and a 2% tax was levied on all companies with Nigerian registrations' assessable profits. The Tax Fund series, on the other hand, debuted in 1994.

Depending on the situation, either the Petroleum Profits Act Tax or the Business Income Tax Act required a certain choice. As a result of this change, The Education Trust Fund was created as an intervention company with the goal of raising educational standards in Nigeria (Tech., 2011). The Federal Inland Revenue Service (FIRS) is given permission by the Act to certify and collect school tax. The fund manages the Act's tax and distributes funds to educational institutions that fall under the jurisdiction of the federal, state, and local governments.

Additionally, it monitors the projects that recipients carry out with the aid of the cash they get. The Fund is required to fulfill its obligations and distribute funds to Federal, State, and Local Government Educational Institutions, including elementary and secondary schools, for any other purposes related to those objectives, but in particular for the following: employment offices and replica advancement; employee training and meeting participation; library systems at various educational levels; and research. The most recent revision to the Tertiary Education Trust Fund (TETFUND) was made in 2012 (Uzundu). According to the Tertiary Education Trust Fund (Establishment, ETC) Act of 2011, this Tertiary Education Trust Fund (TETfund) was first established as an intervention agency. This Act, which also repeals the Education Tax Fund Act No. 17, 2003 and the Education Tax Act, Cap. 1, establishes the Tertiary Education Trust Fund. E4 The 2004 Federal Laws of Nigeria.

The tax is collected, administered by this Trust Fund, and paid to public tertiary institutions in

Nigeria, according to TETFund News Panaroma (2013). The TETFund Act of 2011 imposes a 2% education tax on the assessable earnings of all businesses registered in Nigeria to help the TETFund achieve the aforementioned objectives. The TETFund wants to become a recognised organisation that promotes tertiary education in Nigeria. Its goal is to fund and manage initiatives in the country's government higher education sector in a way that offers focused and revolutionary interventions. Vice chancellors, rectors, provosts and their assistants, the directors of works, librarians, and other important executives were not chosen as beneficiaries because of concerns about effective administration and other factors that were highly valued by the fund's Board. The Act establishes a secretariat for the fund that will be directly accountable to the Board of Trustees for the ETF operations, assessment, and sequencing from 1994 to 1999. Employees with the capacity for extraordinary administration and those familiar with the distribution formula will support the Executive Secretary, who will serve as its leader. Additionally, it makes it possible for zonal work locations across Nigeria to coordinate beneficiary identification, data collection, and connections with educational institutions. Assisting staff members while directly under the control of the board of trustees, the zonal offices also collaborate with the Federal Inland Revenue Service in the relevant zones to ensure that the assessment and timing of the school tax are continuously checked.

Additionally, it enables beneficiary identification, data gathering, and relationships with educational institutions to be coordinated across Nigeria's zonal work sites. The zonal offices also communicate with the Federal Inland Revenue Service in the appropriate zones to ensure that the assessment and timing of the school tax are regularly monitored. The Act establishing the fund states that the Board of Trustees will be in charge of deciding which secondary, postsecondary, and vital institutions will receive the tax accrued in any given year. The Board of Trustees, according to Ugwuanyi (2014), has decided to only burn the sum that has already been acquired in a particular year. The Federal Inland Revenue Service is in responsibility of calculating and collecting the schooling tax from each group in accordance with the guidelines set forth in the Education Tax Fund Act. The total money amassed as of the end of December 1998 was the N10.3 billion that the Board of Directors got upon its formation, considerably less the sums that were distributed using the resources of the Board that came before it. The levels of evaluation and series of taxes steadily reduced during the first five years after the founding of the ETF, but once the Board was constituted on September 28, 1999, and a management structure was put in place, the pattern altered as opportunities developed more quickly. Section 5(2) of Act No. 7 of 1993 requires that the Educational Fund be distributed as follows: In any given year, 50% of the taxes collected are allocated to higher education.

The TETFund wants to become a recognised authority in tertiary education support in Nigeria. It aims to deliver a targeted and revolutionary intervention in Nigeria's public tertiary institutions through funding and excellent project management. Major executives including vice chancellors, rectors, provosts and their deputies, the administrators of works, librarians, and so on were left off the list of beneficiaries for the benefit of an administration that prioritises environmental responsibility in addition to other explicitly stated objectives.

The Act permits the creation of an ETF secretariat, which will be directly accountable to the Board of Trustees for managing ETF operations, assessment and collection for the years 1994 to 1999, and the distribution formula. An executive secretary will oversee the secretary's office,

with support from resource and special administration workers. Furthermore, it offers zonal offices across Nigeria so that beneficiaries can be contacted for discussions with educational institutions, mission identification, and data gathering. To ensure that the assessment and collection of the school tax are properly supervised, the zonal offices also communicate with the Federal Inland Revenue Service in the relevant zones. The Board of Trustees, which is in charge of managing the relevant fund in line with the provisions of the Fund Establishment Act, is responsible for overseeing the distribution of tax accrued in any given year among the numerous tertiary, secondary, and elementary institutions. The Board of Directors of Trustees decided to only use accrued funds from the previous year in any given year (Ugwuanyi, 2014).

The Federal Inland Revenue Service was tasked with assessing and collecting the training tax from the relevant firms in accordance with the provisions of the Education Tax Fund Act. The N10.3 billion that the Board inherited at its inception was the amount accrued as of the end of December 1998, less the sums distributed by the Board that came before it. The overall amount of taxes assessed and collected throughout the first five years following the foundation of the ETF decreased consistently, but after the Board was established on September 28, 1999, and a management team was put in place, the trend was reversed, and opportunities rose.

According to Section 5(2) of Act No. 7 of 1993, the Education Fund shall be dispersed as follows: 40% of the taxes received in a particular year are allocated to primary education, and 50% of all tax money is allocated annually to higher education. Secondary education should receive 10% of all taxes paid in a given year. Universities, polytechnics, and colleges of education should receive equitable allocations for tertiary education in the amounts of 2:1:1 OR 25%:12.5%:12.5%. With the 1998 amendment, the payout was increased to 50% for postsecondary education, 30% for primary education, and 20% for all other education secondary education). There are precise steps that must be taken, and the ETF has a 12-month project cycle that spans from January to December every year, according to a document from the ETF dated April 26, 2001. The recipients are required to list and prioritise the key areas (in their collection of establishments) that require immediate changes. These areas are frequently many and differ according to the institution's age.

Due to competing needs, the recipients would need to prioritise the projects in collaboration with the ETF's Departments of Operations based solely on the funds available but in the specific fields of the ETF's mandate, so the chosen tasks would be granted to have an immediate and long-lasting impact on the programme of the establishments. As evidenced by the angular growth in educational numbers, which have increased from 37 universities in 1994 to the current funding of 73 universities, with new additions streaming in, from 43 polytechnics in 1999 to 50 present polytechnics, and from 60 colleges of education in early 2000 to sixty three now, with Gombe and Bayelsa about to establish their colleges of education, there will be a total of 73 colleges of education by next year. A few of the company's auxiliary funding initiatives include the National Research Fund, the Almajiri Education Programme, the Graduate Teachers Training Scheme, the Academic Publishing Scheme, and the recently launched by the President Textbooks Distribution Projects for Important and Junior Secondary Schools. A key component of TETFund's success has been the growth of the infrastructure for higher education. It is without a doubt that the choice to appoint the CEO of the private enterprise to manage the NEEDS evaluation committee's visits to universities has greatly improved the condition of the deteriorating

infrastructure in our higher educational institutions. Our universities are now ranked higher globally as a result of TETFund's focus on the needs of our institutions, according to Rufai (2012). Through the TETFund (in 2009), which distributed a specific amount, N3 billion, depending on the kind of initiatives being carried out, what is referred to as "The Special High Impact Project" was established with assistance from the government.

The evaluation phase will examine how the projects have affected the institution as a whole and/or after they were finished, highlighting any beneficial effects.

funding for tertiary education

Tertiary education, which is a degree gained after secondary school, is offered by higher learning institutions such as universities, polytechnics, colleges of education, and other institutions of higher learning that offer correspondence programmes, diplomas, and certificates.

According to Ahmed (2011), underfunding of tertiary colleges is the issue handing postsecondary institutions in Nigeria the largest deathblow. The growth of private university systems, troubles with leadership, and several other problems are further difficulties. Nwangwu (2005) emphasised that inadequate educational spending leads to an unsuitable learning environment, an inadequate learning foundation, and an inadequate population of intelligent people as a result. When there were few tertiary institutions, the government was primarily in charge of finance. But starting in the middle of the 1980s, both the number of higher education institutions and the number of students enrolled both sharply increased in Nigeria. The government has acknowledged that this rise renders it unable to continue providing institutions with independent support.

University Management System in Nigeria

Both internal and external management strategies are viable for higher education. This outside assistance is handled by the National Universities Commission (NUC), a federal organisation tasked with coordinating college administration across the nation. Ibukun (1997) asserts that the NUC's main objectives are to uphold its high standards, encourage the systematic expansion of higher education in Nigeria, and get adequate finance. Okojie (2007) recommended that the NUC take action to improve the calibre of American higher education.

- .i. accreditation of a course.
- ii. the approval of courses and programmes.
- iii. maintaining low academic standards.
- iv. Universities are under observation.
- v. Providing guidelines for setting up institutions and overseeing for-profit universities.
- vii. prohibiting the development of unauthorised campuses.
- viii. administering the appropriate sanctions.

However, a simple organogram shows how any university is organised internally. The first is the visitor, who is frequently the founding head of state or government (the President in the case of federal colleges and the Governors in the case of state universities). He regularly takes part in convocation events and uses the occasion to address the academic communities about current events (Adegbite, 2007). The second is the Chancellor, who by law has priority over every other student at the university and is the institution's rightful head. The regulating Committee, which is led by the Chairman (Pro-Chancellor), is also at the top of the management structure within each university and is in charge of administrative tasks in the areas of goal-setting, policy formulation, personnel development, accepted discipline, financial approval, and liaison activities with the government. He also acts as president of all convocation sessions, which are conducted to award degrees, when he is present. The Registrar serves as the Senate's secretary, and the Vice-assistance Chancellor serves as the Senate's president. The NUC works with the Senate to provide broad principles for managing university-wide academic operations. According to Mgbekem (2004), the committee systems used to govern Nigerian institutions comprise the following committees and are both answerable to the Council or the Senate:

- i. Council for General Purpose and Finance.
- ii. board for development.
- iii. Appointments and Promotions Committee.
- iv. Committee for Academic Planning; admissions body.
- vi. Board of Deans.
- vii. committee for funding for research.
- viii. among others, a committee for ceremonies.

Effects of Underfunding on the Performance of Tertiary Institutions

Agha (2014) claims that underfunding, a significant issue facing the Nigerian university system, has a negative impact on the efficiency of the institutions. According to Fasihul (2003), there are a number of ways that the Nigerian university system's adaptation processes may be to blame for the negative impacts of reduced funding.

- (i) The abolition of lab and practical classes.
- (ii) A general decrease in field trips.
- (iii) A decrease in the attendance at scholarly conferences.
- (iv) Less money spent on essential lab supplies, chemicals, and books from the library.
- the prohibition of new staff employment, the prohibition of study grants,
- (vii) awarding fewer grants for research to other parties

According to Odebisi and Aina (2007), universities and other postsecondary institutions are

underfunded, which has a negative impact on research and education. As a result, the universities have been pushed to take on profitable ventures in order to raise money. The Academic Staff Union of Universities (ASUU) has helped launch a number of industrial movements, and this is frequently their main driving force. Both the body of workers improvement initiatives and the hiring of particular kinds of workers were impacted by insufficient funds.

According to Bamiro and Adedeji (2010), federal institutions only devote 1.3 percent of their budgets to research, while the Nigerian government makes a paltry 0.1 percent commitment. As money is the engine that drives research, research plays a vital role in the financial development of nations, which has ramifications for development. All of these indications of insufficient funding include deteriorating physical facilities in individual universities, numerous capital and research projects on hold, inadequate equipment in labs and libraries, academic staff no longer regularly attending conferences, and a sharp decline in the distribution of research grants and fellowships (Agha, 2014).

Adeniyi (2008) once more emphasised that there is a documented drop in the efficiency and productivity of universities due to a lack of money, despite the fact that the National Policy on Schooling acknowledges the requirement of proper funding for the success of any educational programme.

Theoretical Review

Theory based on resources

The asset-based business strategy makes use of organisational economics and strategic management concepts (Barney, 1991). This perspective's basic concept is that businesses can flourish as long as they pursue and maintain aggressive gain (Porter, 1985). In order to gain a competitive edge, it is required to design a value-creating strategy that rivals cannot quickly replicate and maintain and for which there are no fast substitutes. There are two conditions necessary for aggressive gain. Rival associations must first have access to resources that are distinct from one another, and they must also have resources that are immovable (i.e., they cannot be modified after they have been acquired).

The following list of three corporate asset categories:

- i. the physical (plant), geography, and technology
- ii. The resource-based theory is used in this study as a strategy for ensuring funding for academic institutions in Nigeria. Organisational (structure; social families both within and between the organisation and its external constituency); Human (employee experience and expertise); and Mechanisms for Planning, Monitoring, and Managing Operations). This is because Nigeria's tertiary institutions do not receive enough budgetary money to cover their running costs and revenue collection.

Empirical Review

On the Education Tax Fund and how it is managed in Nigerian higher institutions, numerous

research have been done.

The ETD of 1993, as revised by Act No. 40 of 1988, is the tax legislation and administration used in Nigeria, according to Ugwoke's (2013) review of the country's tax laws and procedures. The report concludes that the Education Tax Act will survive the current assault with the help of the organised private sector, which is already in place, if improved disclosure and transparency, rigorous tax auditing, education and refresher courses for fund staff members, oversight of project execution, and encouragement of fund recipients to reject their current lax attitudes and perspective on obtaining and using funds are implemented

Agha (2014) examined the funding of Nigerian universities and how it impacted their overall effectiveness. The financial environment of Nigerian colleges has already been explained using the African political financial system model. The social, political, and economic crisis prohibited the federal government from successfully financing the device, despite the fact that it provided approximately 90% of the funding, according to the report. The poor quality of the research and education, the poor working conditions, and the lack of excitement for labour force expansion serve as examples of this. Nigerians' hopes of attending college remain unmet as a result.

.The implications of ETF on Nigerian postsecondary institutions were the subject of eleven years of research by Ugwuanyi (2014). A variety of analytical methods have been used to analyse data that was acquired from the operations division of the Education Tax Fund and numerous other Federal Government publications. The data shows that the academic climate in Nigeria has greatly improved since ETF created several intervention programmes, improved the environment for instruction, and acquired surroundings for both students and faculty.

It was also made clear that, in accordance with TETFund requirements, each tertiary institution has its own criteria for deciding which lecturer will receive financing. The researcher comes to the conclusion that the ETF has the potential to solve the ongoing underfunding of the academic sector and that, if successfully implemented, the fund will ultimately make a major contribution to revitalising the Nigerian educational system.

Abakaliki, Udu, and Nkwede (2014) specifically focused on Ebonyi State University (EBSU) while analysing the outcomes of TETFund interventions in Nigerian institutions and their implications for sustainable development. Despite the TETFund's involvement, the study found that Nigerian tertiary institutions still have trouble raising the funds necessary to bring their facilities up to par with international standards. The survey also revealed that, despite the TETFund's approval of the money, the recipient institutions don't always utilise them entirely

Afolayan (2015) examines the rise in higher education spending in Nigeria between 2009 and 2013. The funding process and the use of the available funds were both determined by the report to have certain issues. According to the study, which looked at the reaction to the report of the needs assessment of Nigerian universities conducted in 2012, the federal government allocated N1.3 trillion for a special intervention in the country's public universities over the following six (6) years, of which N200 billion out of the total has been released. The final comment made some excellent suggestions for fixing the problems that had been found. Despite extensive studies on tertiary education funding, Nigeria currently has subpar educational services. Nigerian universities are deteriorating at an alarmingly fast rate. There is insufficient funding for all of the

facilities needed for the creation of training, including dormitories, libraries, and classrooms. The offices, student books and journals, and labs are all severely disorganised.

Hamisu and Musa (2015) used a case study of three north Japanese states (Yobe, Bauchi, and Gombe) to assess the effect of the university Education Trust Fund (TETFund) on expanding institutions in Nigeria. The data showed that funds provided to universities outside of the regular funding cycle were not completely utilised because they were unable to meet the TETFund's conditions. The report also suggested that TETFund focus more on institutions with particular needs. Previously, several firms complained about the lengthy application process, according to Eno-Abasi (2015). It is essential that the professors and business managers work together to correctly finish the proposals and have the cash allocated for them.

The underfunding of public postsecondary institutions in Nigeria, such as universities, polytechnics, monotronics, and schools of education, has put an end to a number of empirical studies. As a result, public postsecondary schools in the US have found it difficult to raise the necessary funds, which has an effect on a variety of factors including infrastructure, great educational services, research, and teaching. Due to the fact that inadequate funding affects not only the availability of excellent educational services and infrastructure but also research, skill development, and teaching, public tertiary institutions in the United States of America have now performed less well in terms of supporting the economic development of the nation and local service. Despite several TETFUND initiatives, student aid is currently insufficient, and the number of students from underprivileged backgrounds has increased.

According to a study by Onwuchekwa (2016) that looked at how the TETFund intervention fund affected academic research in Nigerian institutions with a focus on the South Japanese states of Nigeria, just 0.14% of the 265.02 billion naira allotted for research was ever accessed. In other words, the academics at South East Universities barely accessed and used 5.28 percent of the TETFUND assistance monies. 94.72 percent of the available funds are not being used. The study's findings suggest that the TETFund intervention grant has little to no impact on academic search in South East Nigerian institutions.

In contrast to Onwuchekwa's (2016) study, this one discovered a significant association between TETFund's international training programmes and the growth of the tutoring workforce in South East Nigerian institutions.

Adavbiele (2016) claims that because our tertiary institutions' basic teaching resources are lacking, college students regularly engage in anti-social activity to relieve the stress brought on by packed lecture halls and dormitories. The inference is that the hostile learning environment at our schools is to blame for the regular student upheavals.

Clifford Moses Amini and SharkdamWapmuk's 2018 article The Impact of Tertiary Education Trust Fund (TETFUND) In Funding Public Higher Education in Lagos State. The university Education Trust Fund (TETFund) was created as a result of the financial difficulties Nigeria's public universities have faced. The study focuses on TETFund's financial support for public higher education in Lagos State. A descriptive research design was employed. Both primary and secondary sources were used to compile the data. Using the TETFund Funding Impact questionnaire (TFI), 50 lecturers and 100 students from the two public tertiary institutions in

Lagos, Nigeria, provided primary data. The fact that there are many higher institutions in the Yaba area used to influence the desires of students, professors, and the community.

At the Federal College of Education (Technical) Akoka, Yaba and the University of Lagos, Akoka, Yaba, a sample of 9002 students and 1,354 lecturers was chosen using a straightforward random selection procedure. Data from textbooks, journal articles, monographs, research papers, journals, media, and TETFund reports were used to create secondary statistics. Data have been evaluated using simple percentages to address the research's objectives, and document content analysis has been added as an add-on. Students at public tertiary institutions in Lagos were found to have favourable opinions of the TETFund for financial access, teacher preparation, and student appreciation. On the one hand, it suggests making TETFund's financial base stronger. On the other hand, TETFund plans to work harder to address a variety of issues that have an impact on the nation's public tertiary level.

ZabbeyNagbi and Micah Leyira Christian's 2019 book, Tertiary Education Trust Fund for Development of Higher Institutions in Nigeria, is out. This study examined the connection between the growth of higher education institutions and the Nigerian tertiary education trust fund between 2009 and 2017. The method of design for the study was expose-facto lookup. The analysis's primary pass sectional secondary data came from the websites of the National Bureau of Statistics, Central Bank of Nigeria, and TETFund. The data were once evaluated using basic descriptive analysis, straightforward regression modelling, and Pearson product moment analysis. The results were erratic. The relationship between a set of employees' training and tertiary have confidence fund was huge and vast. However, tertiary trust funds were directly tied to the expansion of missions and research.

The effectiveness with which universities in South Eastern Nigeria were able to accept and employ TETFund financing for the purpose of educating academic staff in outlying areas was examined by Uzochukwu, Orogbu, and Igbo (2016). Case studies have been chosen from the Universities of Nigeria in Nsukka and Ebonyi State University in Abakaliki.

Methodology

Research Design

Ex-post facto approach was adopted for this study because it entails data collection to access the contributions of ETF in Nigerian Tertiary institutions.

Method to Data Analysis

The data for this study were obtained from the National Bureau of Statistics. With the help of the statistical package for social sciences (SPSS) version 20.0 software, regression analysis was conducted to assess the presented hypothesis.

Model Specification

This model was created to determine how STUDENT would have an impact:

$STUDENT_t = 0 \text{ plus } 1 \text{ plus } 2 \text{ plus } 3 \text{ plus } PLYTECH_t \text{ plus } 4 \text{ equals } 1.$

STUDENT_t = 0 + 1UNITF_t + 1.....2

STUDENT_t = 0 + 1 COGEDU + 1.....3

STUDENT_t = 0 + 1 PLYTECH_t + 1.....4

5% is regarded as a normal significance threshold in SPSS. The computed R-value served as the foundation for the accept/reject criteria.

Data Interpretation and Presentation

Table 1 shows the ETF Fund Allocations to Tertiary Institutions in Nigeria from 2013 to 2022.

Year	University	Polytechnic	College of Education	Student enrollment
2013	646,000,000	443,000,000	390,000,000	2,994,734
2014	912,000,000	661,000,000	581,000,000	3,520,980
2015	337,000,000	12,500,000,000	12,000,000,000	3,000,000
2016	74,700,000,000	37,000,000,000	37,000,000,000	3,458,982
2017	48,000,000,000	24,000,000,000	23,700,000,000	3,652,823
2018	58,000,000,000	28,900,000,000	28,000,000,000	3,872,882
2019	826,684,320	566,701,842	542,226,346	4,000,000
2020	8,500,000,000	8,500,000,000	8,500,000,000	4,120,500
2021	900,000,000	800,000,000	700,000,000	4,388,250
2022	642,848,138	396,780,086	447,758,804	4,285,953

Source: Researcher (2023)

The study used two hundred and forty-four (244) tertiary institutions, including seventy-six (76) polytechnics, ninety-six (96) universities, and seventy-two (72) colleges of education (TETFund2022).

Testing of hypotheses

HO: ETF fund transfers to Nigerian tertiary institutions have little impact on the enrolment percentage at universities in Nigeria.

Hi: The enrolment ratio at Nigerian Tertiary Institutions is strongly impacted by ETF fund allocations.

The correlations table above shows a strong association between misconduct and internal

investment in Nigeria. Additionally, it shows the intercept, the regression coefficients, and the significance of each coefficient and intercept. We accept the alternative hypothesis and reject the null hypothesis, which states that allocations of ETF funds to Nigerian tertiary institutions have a significant impact on enrolment rates at such institutions.

Discussion on the Findings

The Education Tax Fund (ETF), with a focus on Tertiary institutions specifically, has benefited Nigerian educational advancement, per the hypotheses under investigation. The second hypothesis holds that there is a correlation between ETF fund allocations to Nigerian tertiary institutions and enrollment rates at those institutions. The university system receives, on average, 50% of the total amount, while the remaining 50% is divided equally between colleges of education and polytechnics, according to Table 1, which compares the financing received by each specific institution to the overall amount received by all tertiary institutions under consideration. The third theory contends that mounting debt loads, an overabundance of students in all educational settings, rising state administrative expenditures, and other factors are causing uncertainties regarding the country's economic future.

Budget for education. Loans could also be needed for employee education in order to build capacity and gain technical know-how. This result is similar with the findings of Ugwuanyi's (2014) study, which showed that the Education Tax Fund had improved the instructional development of higher education institutions. Nevertheless, Adeyemi (2011) said that education financing has never gone beyond 17% in any given year, despite the UNESCO minimum goal of 26% of GDP.

Conclusion and Recommendations

Conclusion

Thus, the study's conclusions were made public, proving that ETF had successfully raised educational standards in Nigerian higher education institutions. This information supports the notion that the ETF has significantly influenced the expansion of Nigeria's educational system, with a focus on Tertiary institutions. The management of the Education Tax Fund in Nigerian tertiary institutions has been impacted, which has resulted in the development of an infrastructure base that will improve the allure of our country's universities, even though the allocation of ETF funds to Nigerian tertiary institutions does not correspond with the ratio of students enrolled in those institutions. The Education Tax Fund is sourced at a cost of 2% of the assessable earnings of all organisations that are registered in Nigeria, but despite this, it seems to be a requirement that develops into a large tree only to bear countless fruits.

Recommendation

1. The study's findings have led the researchers to make the following important suggestions. The university system needs to change in order to address the problems caused by underfunding.
2. Fund allocations for the intervention agency should be in line with the Nigerian tertiary institutions' enrollment ratio in order to achieve relevant work.

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Descriptive Statistics

	Mean	Std. Deviation	N
Student enrollment	3729510.40	492701.444	10
University	19346453246	29022513785	10
Polytechnic	11775448193	13512457647	10
College of Education	11186098515	13667179496	10

Correlations

		Student enrollment	University	Polytechnic	College of Education
Pearson Correlation	Student enrollment	1.000	-.093	-.267	-.211
	University	-.093	1.000	.962	.964
	Polytechnic	-.267	.962	1.000	.996
	College of Education	-.211	.964	.996	1.000
Sig. (1-tailed)	Student enrollment	.	.399	.228	.279
	University	.399	.	.000	.000
	Polytechnic	.228	.000	.	.000
	College of Education	.279	.000	.000	.
N	Student enrollment	10	10	10	10
	University	10	10	10	10
	Polytechnic	10	10	10	10
	College of Education	10	10	10	10

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.812 ^a	.660	.490	351979.213	.660	3.878	3	6	.074	1.439

a. Predictors: (Constant), College of Education , University , Polytechnic

b. Dependent Variable: Student enrollment

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.441E+12	3	4.805E+11	3.878	.074 ^b
	Residual	7.433E+11	6	1.239E+11		
	Total	2.185E+12	9			

a. Dependent Variable: Student enrollment

b. Predictors: (Constant), College of Education , University , Polytechnic

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	4127010.581	174993.556		23.584	.000		
	University	3.041E-005	.000	1.791	2.002	.092	.071	14.118
	Polytechnic	.000	.000	-7.367	-2.802	.031	.008	121.884
	College of Education	.000	.000	5.399	2.011	.091	.008	127.040

a. Dependent Variable: Student enrollment

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	University	Polytechnic	College of Education
1	1	3.453	1.000	.02	.00	.00	.00
	2	.515	2.588	.64	.01	.00	.00
	3	.030	10.762	.20	.98	.03	.03
	4	.002	38.714	.14	.00	.97	.97

a. Dependent Variable: Student enrollment

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	3032632.00	4127128.50	3729510.40	400202.202	10
Residual	-569294.688	363825.781	.000	287389.824	10
Std. Predicted Value	-1.741	.994	.000	1.000	10
Std. Residual	-1.617	1.034	.000	.816	10

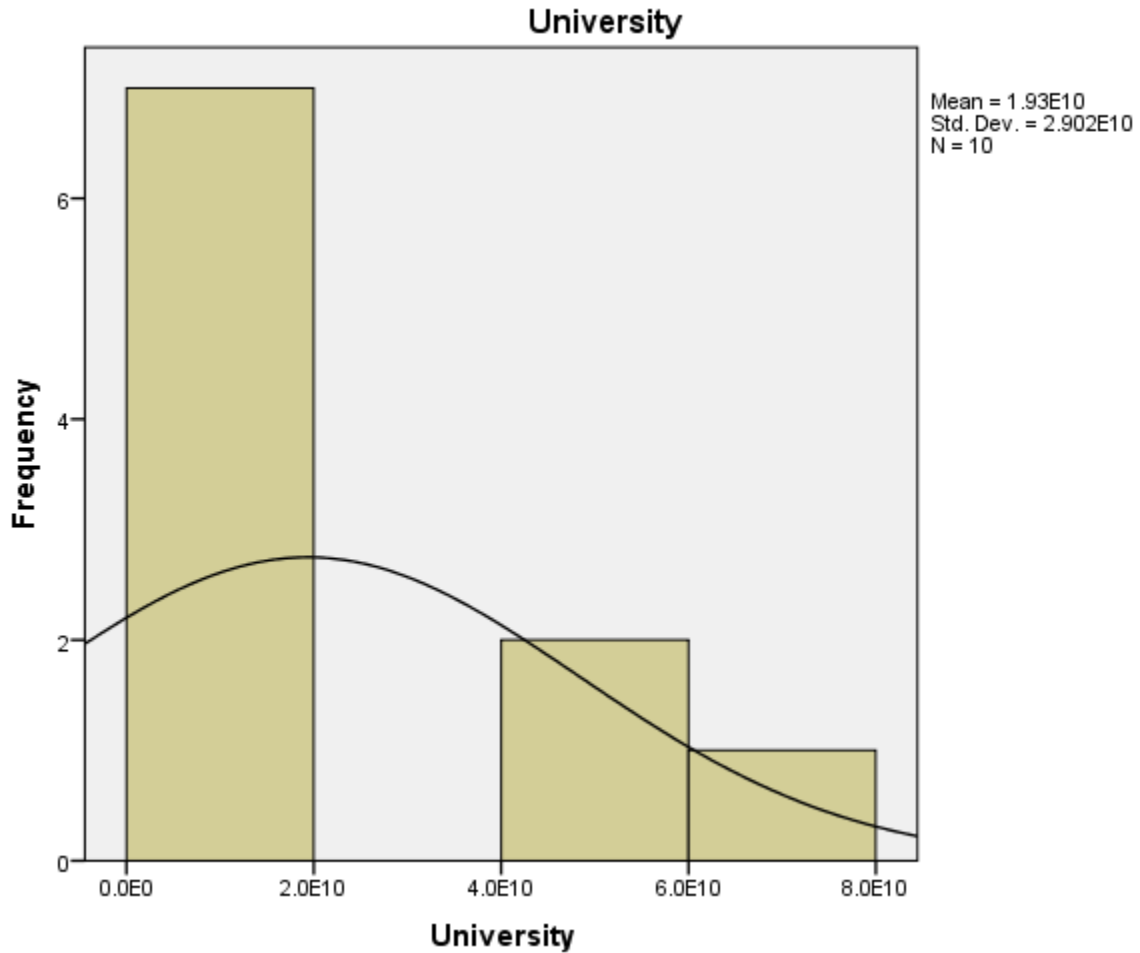
a. Dependent Variable: Student enrollment

Statistics

		University	Polytechnic	College of Education	Student enrollment
N	Valid	10	10	10	10
	Missing	0	0	0	0
Mean		19346453246	11775448193	11186098515	3729510.40
Skewness		1.197	.951	.971	-.318
Std. Error of Skewness		.687	.687	.687	.687
Kurtosis		-.330	-.552	-.505	-1.023
Std. Error of Kurtosis		1.334	1.334	1.334	1.334
Minimum		337000000	396780086	390000000	2994734
Maximum		74700000000	37000000000	37000000000	4388250

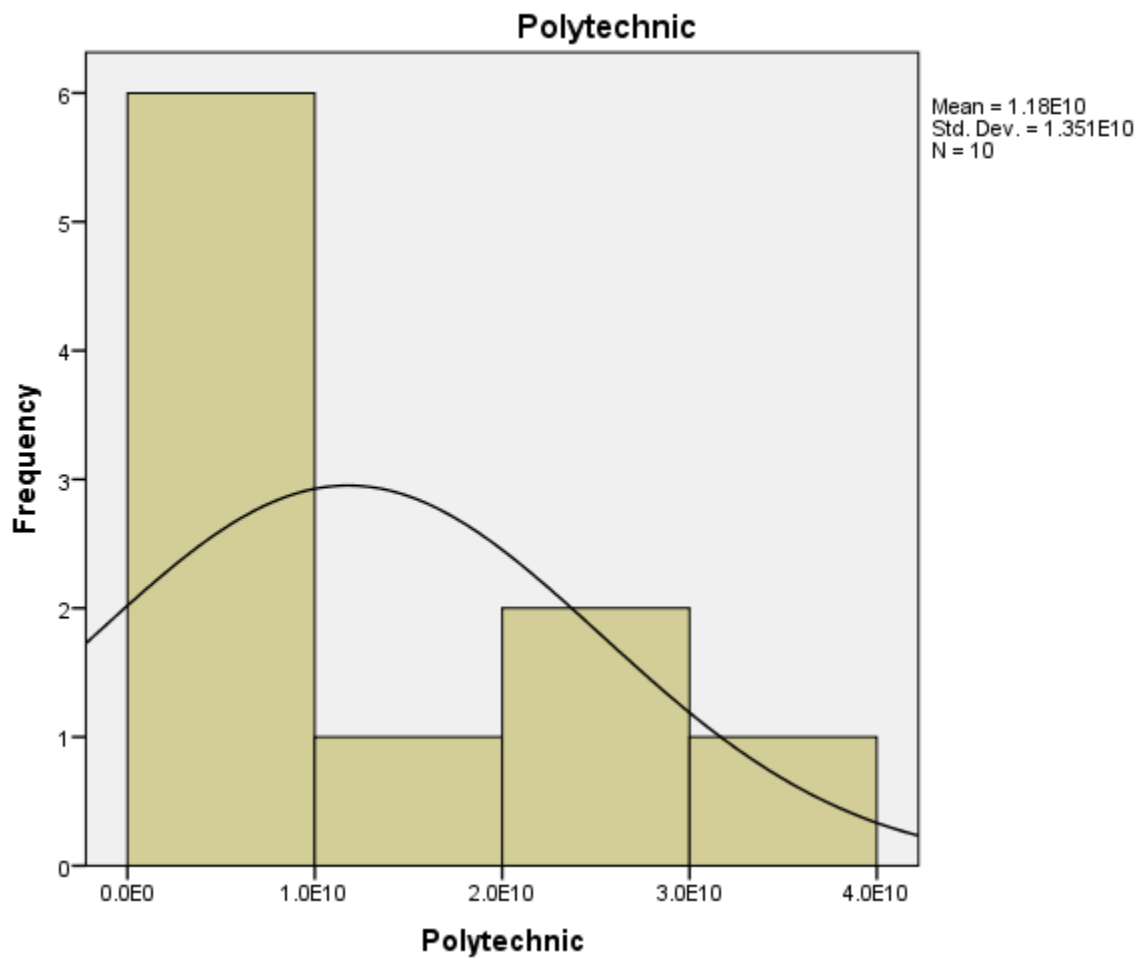
University

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 337000000	1	10.0	10.0	10.0
642848138	1	10.0	10.0	20.0
646000000	1	10.0	10.0	30.0
826684320	1	10.0	10.0	40.0
900000000	1	10.0	10.0	50.0
912000000	1	10.0	10.0	60.0
8500000000	1	10.0	10.0	70.0
48000000000	1	10.0	10.0	80.0
58000000000	1	10.0	10.0	90.0
74700000000	1	10.0	10.0	100.0
Total	10	100.0	100.0	



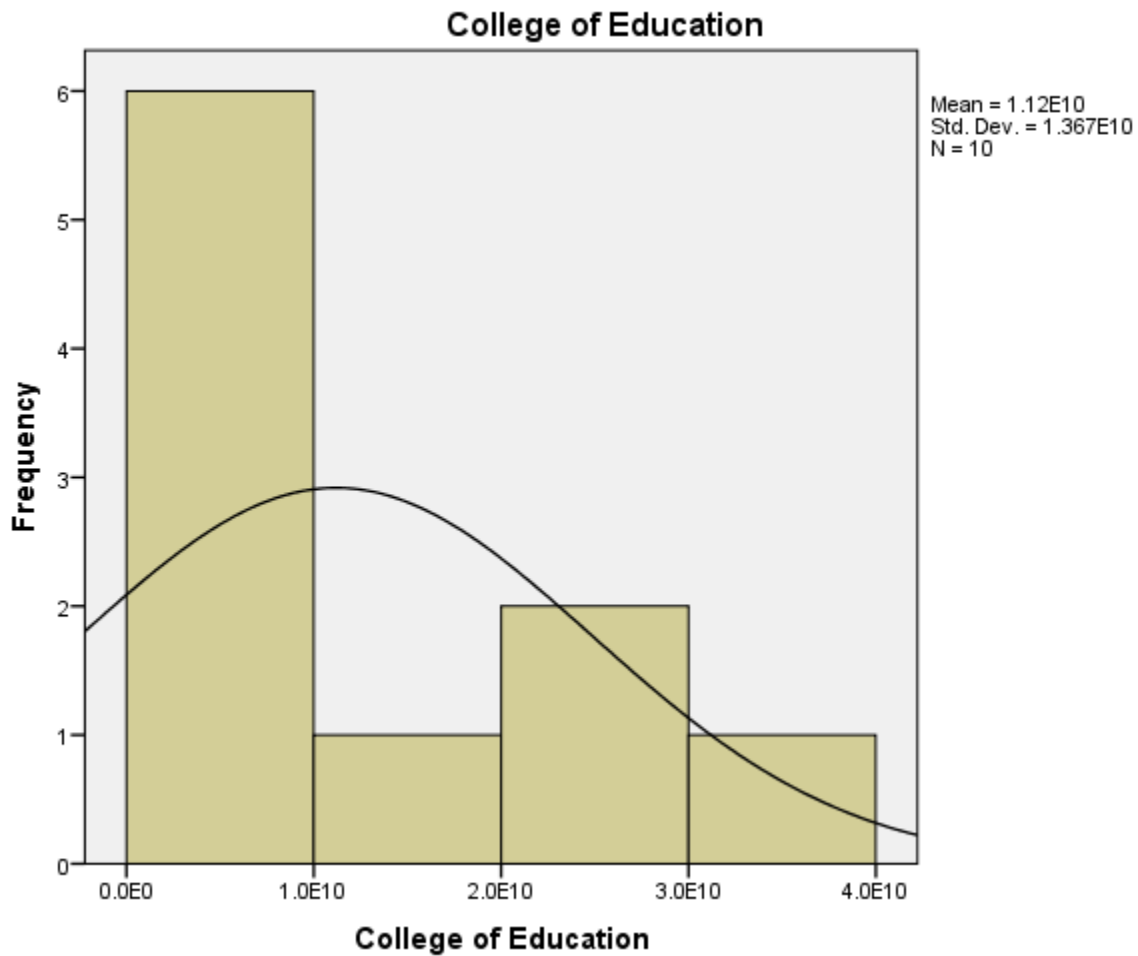
Polytechnic

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 396780086	1	10.0	10.0	10.0
566701842	1	10.0	10.0	20.0
661000000	1	10.0	10.0	30.0
800000000	1	10.0	10.0	40.0
4430000000	1	10.0	10.0	50.0
8500000000	1	10.0	10.0	60.0
12500000000	1	10.0	10.0	70.0
24000000000	1	10.0	10.0	80.0
28900000000	1	10.0	10.0	90.0
37000000000	1	10.0	10.0	100.0
Total	10	100.0	100.0	



College of Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	390000000	1	10.0	10.0	10.0
	447758804	1	10.0	10.0	20.0
	542226346	1	10.0	10.0	30.0
	581000000	1	10.0	10.0	40.0
	700000000	1	10.0	10.0	50.0
	8500000000	1	10.0	10.0	60.0
	12000000000	1	10.0	10.0	70.0
	23700000000	1	10.0	10.0	80.0
	28000000000	1	10.0	10.0	90.0
	37000000000	1	10.0	10.0	100.0
Total		10	100.0	100.0	



Student enrollment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2994734	1	10.0	10.0	10.0
	3000000	1	10.0	10.0	20.0
	3458982	1	10.0	10.0	30.0
	3520980	1	10.0	10.0	40.0
	3652823	1	10.0	10.0	50.0
	3872882	1	10.0	10.0	60.0
	4000000	1	10.0	10.0	70.0
	4120500	1	10.0	10.0	80.0
	4285953	1	10.0	10.0	90.0
	4388250	1	10.0	10.0	100.0
Total		10	100.0	100.0	

