

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The polytechnics in Nigeria have been confronted with various problems which range from financial, human to material resource insufficiencies. It is for this reason that various steps have been taking by the government to restore the dwindling fortune of the nation's educational system. The polytechnic level of education is very strategic in the educational arm of the country since it is vocational among the tertiary education system. Polytechnic education plays a vital role in human resource development by creating skilled manpower, enhancing industrial productivity and improving the quality of life. Technical Education covers courses and programs in pure, applied and social sciences such as science laboratory, engineering, architecture, town planning technology, management, hotel management, applied arts and crafts, and catering technology.

The policy for higher education in Nigeria is embedded in the National Policy on education, as well as other issues approved from time to time by the National Council on Education (NCE) which is the highest decision-making body of education related matters and other policies legislated and passed into law in respect of higher education operations and management in the country. The policy for higher education in Nigeria is based on what the government approves as the practice to be promoted in Nigeria or what the government of the day legislated within the overall goal of higher education. According to the National Policy on Education, (NCE, 2000) higher education is expected to; contribute to national development through high level relevant manpower training, develop and inculcate proper values for the survival of the individual and society, develop the intellectual capability of individuals to understand and appreciate their local and external environments, acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society.

Equally, the higher education promotes and encourage scholarship and community service, forge and cement national unity, promote national and international understanding and interaction, Education beyond school such that we will furnish the students with more complicated and fresh knowledge and consequently develop better skills, conducting research which should be speculative and imaginative and accumulate knowledge and ideas for the benefit of society (Freeman, 2007).

The national policy on education document also specified how these goals shall be pursued by higher educational institutions in Nigeria. These include teaching, research and development, virile staff development, generation and dissemination of knowledge, a variety of modes of programmes including full-time and part-time access to training funds such as those provided by the Industrial Training Fund (ITF), Students Industrial Work Experience Scheme (SIWES); maintenance of minimum educational standards through appropriate agencies; inter-institutional cooperation, dedicated service to the community through extra-moral and extension services (NCE, 2000). Against this background, the paper will assess tertiary education trust fund TETFUND) intervention on Kwara State Polytechnic Ilorin.

1.2 Statement of the Problems

The educational sector worldwide plays a key role in providing the needed balance in the form of skilled manpower, inculcation of acceptable societal norm, developing techniques and methodologies that are required for the nation to thrive. The relevance of polytechnic education in Nigeria cannot be neglected. However, the basic resources needed to provide quality service delivery in the nation through the educational system are usually in short supply.

Therefore, since the overall development of the nation is anchored on the survival of the educational system, all efforts need to be made to ensure that these institutions survive in all of their endeavors. It is based on this premise that various organizations have been set up to see to the overall management, control and monitoring of these institutions. This is to enable them contribute and enhance the economic position of the nation. The Tertiary Education Trust Fund (TETFund) as one of the intervention agencies of the government has been established with the responsibility of seeing to the survival of the polytechnic system.

In the face of human, financial and material inadequacies in the nation's tertiary institutions, the standard of teaching, learning, research and community development has continually been threatened. As such, in order to redeem the image or lost glory of these institutions, monitoring agencies are employed to intervene and revamp the tertiary institutions position the nation on the path of development via the efficiency and effectiveness of these tertiary institutions. Many researchers have worked on TETFund intervention and tertiary institutions e.g. Ogar 2012, Adeleye 2013, Onyeike and Oseyi 2014 but none has written on the impact of tetfund in Kwara State Polytechnic Ilorin. Therefore, this study intends to fill the gap.

1.3 Objectives of the Study

The objectives of this study are to:

- i. examine the sources of Tetfund funding;
- ii. examine the impact of tertiary education trust fund (TETFUND) intervention on Kwara State Polytechnic Ilorin; and

3. identify the challenges confronting tertiary education trust fund (TETFUND) in the cause of discharging its responsibilities.

1.4 Research Questions

- i. What are the sources of TETFund funding?
- ii. What are the impact of tertiary education trust fund (TETFUND) intervention on Kwara State Polytechnic Ilorin?
- iii. What are the challenges confronting tertiary education trust fund (TETFUND) in the cause of discharging its responsibilities in Kwara State Polytechnic Ilorin?

1.5 Significance of the Study:

This study is significant in several key areas as it contributes to a better understanding of how government intervention through the Tertiary Education Trust Fund (TETFund) influences the development of higher institutions in Nigeria, particularly Kwara State Polytechnic, Ilorin. Firstly, it provides empirical evidence on the effectiveness of TETFund in addressing infrastructural decay, academic research funding, staff development, and quality assurance in tertiary institutions. By focusing on Kwara State Polytechnic, the study offers a localized assessment of TETFund's impact, which can serve as a benchmark for other polytechnics and institutions in similar contexts.

Secondly, the study is relevant to policy makers and educational administrators, as it offers insights into the strengths and weaknesses of TETFund implementation at the institutional level. This will help in formulating more efficient strategies to enhance fund allocation, monitoring, and utilization. Thirdly, the research contributes to academic discourse by filling the gap in literature regarding how intervention funds translate into tangible improvements in Nigeria's polytechnic education sector.

Furthermore, the findings will be beneficial to students and academic staff, as it indirectly advocates for improved learning environments, modern facilities, and enhanced academic output. Lastly, the study could serve as a useful resource for future researchers who wish to explore funding mechanisms in the education sector or evaluate the performance of public intervention programs in Nigerian tertiary institutions.

1.6 Scope and Limitations of the Study

This study focuses on evaluating the impact of the Tertiary Education Trust Fund (TETFund) on the development of Kwara State Polytechnic, Ilorin. It specifically examines how TETFund interventions have influenced key areas such as infrastructural development, academic staff training and development, research funding, and teaching/learning conditions within the institution. The research is limited to Kwara State Polytechnic and does not extend to other tertiary institutions within or outside the state. Data for this study is collected from relevant staff members and administrative units involved in the planning and implementation of TETFund-sponsored projects between the years 2015 and 2024.

The research is confined to only one institution, Kwara State Polytechnic which may limit the generalizability of findings to other polytechnics or universities. Some data or internal documents related to fund utilization may be restricted or unavailable, which could affect the comprehensiveness of the findings. The duration allocated for data collection and analysis may limit the depth of the investigation. There is a possibility of biased responses from participants due to fear of criticism or administrative repercussions.

1.7 Definition of Terms

- i. TETFund (Tertiary Education Trust Fund): A public intervention agency established by the Federal Government of Nigeria to manage, disburse, and monitor education tax funds to public tertiary institutions for infrastructure, research, and staff development.
- ii. Higher Institutions: This refers to post-secondary educational institutions that offer tertiary education, including universities, polytechnics, and colleges of education.
- iii. Kwara State Polytechnic: A state-owned tertiary institution located in Ilorin, Kwara State, offering National Diploma (ND) and Higher National Diploma (HND) programs across various disciplines.
- iv. Intervention Projects: Capital or developmental projects funded by TETFund such as lecture theatres, laboratories, libraries, workshops, and office complexes.

- v. Academic Staff Development: Initiatives aimed at improving the qualifications and competencies of lecturers through workshops, seminars, conferences, and postgraduate training, often funded by TETFund.
- vi. Infrastructure Development: The physical development of the institution including construction, renovation, and equipping of academic and administrative facilities.
- vii. Research Funding: Financial support provided to lecturers and researchers for academic research, innovation, and publications.

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CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter presents a comprehensive review of relevant literature on the impact of the Tertiary Education Trust Fund (TETFund) on higher institutions, with a focus on Kwara State Polytechnic, Ilorin. It begins with conceptual clarifications of key terms such as TETFund, higher education, and educational intervention funds. The chapter further discusses the theoretical framework underpinning the study, reviews empirical studies conducted by other scholars, and highlights the observed gaps and limitations in existing literature. The objective is to establish a foundation upon which the present study is built and to identify how the research contributes to existing knowledge.

2.2 Conceptual Clarification

2.2.1 Tertiary Education Trust Fund (TETFund)

The Tertiary Education Trust Fund (TETFund) is a government agency established under the TETFund Act of 2011 to manage, disburse, and monitor education tax funds to public tertiary institutions in Nigeria. The fund aims to rehabilitate and revitalize deteriorating infrastructure, sponsor academic staff for training, support research and development, and supply essential educational materials. It is financed through a 2% education tax imposed on the assessable profits of registered companies in Nigeria.

2.2.2 Educational Intervention Funds

Educational intervention funds are financial resources allocated to address specific challenges in the education sector. These funds are aimed at improving infrastructure, human capacity, and learning environments. TETFund represents a strategic intervention to improve the quality and effectiveness of tertiary education in Nigeria.

TETFund is a substantial source of financial assistance to the various institutions in Nigeria, especially in the commencement, completion or rehabilitation of capital projects embarked upon by institutions at the Federal, State and Local Government levels. Most of the recent capital developments in our tertiary institutions have been sponsored or financed by the Fund. It is pertinent to note that the fund from the ETF was used initially to support activities at all the levels of education based on a sharing ratio of 2:3:5 for the Primary, Secondary and Tertiary institutions respectively. Through a major policy shift, informed by the commitment of the Federal government to revamping the higher education sector,

TETFund is now to fund only public tertiary institutions. Consequently, the Fund is now referred to as the Tertiary Education Trust Fund (TETFUND). Fortunately, the inflow of fund to TETFUND has increased significantly due to the efficiency of FIRS in collecting the education tax from registered companies in Nigeria. While announcing the special interventions in April 2009, the Honourable Minister of Education made the pertinent statements that: "There is no doubt that the education sector is facing enormous challenges. The effective resolution of these challenges is a pre condition for our nation's development. The Administration of President Yaradu'a was committed to the realization of the 7-Point Agenda and our national vision of becoming one of the top 20 economies in the world by 2020. In order to succeed, the nation needs world-class manpower, possible only through world-class institutions. This called for strategic investment towards improving the teaching and learning environment as well as the quality of lecturers in our institutions".

The Honourable Minister of Education also noted further that the objective of the special intervention was the provision and upgrading of facilities for the promotion of the core activities of teaching, learning and research in critical areas: This includes; establishment of standard central teaching and research laboratory, programme upgrade in Science, Technology and Humanities/Social Sciences such as Medicine, Engineering, Agriculture and the Arts/Social Sciences. Here, the intervention is targeted towards nurturing the programmes into centers of excellence, general improvement of the teaching and learning environment ranging from lecture theatres, classrooms, laboratories, workshops etc. This is to involve the rehabilitation of physical infrastructure and the provision of instructional facilities and learning resources (Bamiro,2012).

Of relevance was also the following statement of the Minister on the same occasion that: "In addition, the Federal Government is aware that the realization of the 7-Point Agenda and Vision 2020 lies not only in the provision of facilities but equally importantly in encouraging research and scholarly publications. Accordingly, the sum of N3 billion has been approved to support our scholars, as individuals and groups, to conduct research capable of contributing to national development in their areas of specialization.

Similarly, the sum of N2 billion has been approved to support the revival of scholarly journals, the publication of well researched tertiary level textbooks and to make these materials available to the libraries of our tertiary institutions". TETFUND has since put in place the machinery for the implementation of the TETFUND Research Fund through calls for research proposals from researchers in the system in three thematic areas: Humanities and Social Sciences; Science and Technology; and Crosscutting Issues (www.etf.gov.ng). The Textbook Project for which N2.0 billion has been allocated has also taken off. Generally, TETFUND's normal interventions in the tertiary institutions are in the areas of construction and Rehabilitation of buildings and laboratories, procurement of teaching and research equipment, academic staff training, research and book development, capacity building and teacher training programme, provision of ICT infrastructure, development of facilities that sustain institutions such as boreholes, electric power generators, etc. (Bamiro, 2012)

Tertiary Education institutions refer to formal educational institutions that 'build on secondary education' (UNESCO 2011). This category of institution includes universities, medical and business schools, polytechnics and technical colleges, teacher-training colleges and two-year further education institutions (Moses et al, 2014)

Roles of TETFund in Nigerian Polytechnic Based on the key responsibilities of the TETFund, there are basically three key areas in which the agency functions. They are: Funding, Staff training and development, projects facilitation Funding- The process of making this allocated money available for the facilitation of plans and programmes is referred to as funding. As one of the focus of the TETFund, funds are usually set aside to assist public tertiary institutions to execute most of their programmes whether it is in the short-run or long-run. This is to ensure that the presence of TETFund is felt in almost all the public tertiary institutions in the country. However, a critical analysis of this role of the

TETFUND has revealed that most of these institutions are continually in direct need of money to be able to meet up with their plans and programmes. Therefore, since most of these institutions relatively do not feel the impact of these funding roles in their institutions, it is needful that some conditions be considered before this gesture is extended to most of these institutions in the country. Oweh (2013), states that chief among the constraints bedeviling the educational sector in Nigeria is the issue of poor funding. The TETFund need to note that proper funding is centered on the ability of such funds to meet the needs for which it was planned.

TETFund assists in the facilitation of projects. Project facilitation just like the funding function of the TETFund should be carried out with a zero exclusion ratio. That is, in monitoring and ensuring project execution, the TETFund should endeavor to monitor projects to the extent that such projects can make effective contribution to the administration of the polytechnic system where such projects are situated. Based on agreed criteria, the TETFund should ensure that the ratio of projects to teachers and/or students should be reasonable enough for efficient and effective teaching, learning, research and community development. Due to the importance of facilities in the administration of tertiary education in the country, the quantity and quality of projects should be such that can contribute to the management of the education system. Students and teachers

should be able to feel the impact of facilities made available in the benefiting institutions. It should not be mere lip service that facilities have been provided, but rather, the agency should ensure that such facilities are qualitative enough. The TETFund should be involved in assisting institutions facilitate projects that will be of benefit. (Onyeike and Eseyi, 2014). Staff Training and Development- The importance of staff training and development in any organized institution cannot be ignored most especially in the university system. According to Ebong and Ezekiel-Hart (2006), training is crucial as one of the staff development procedure. An employee may have the qualification needed for a job, but may not have the necessary experience and skills to perform the task required effectively”.

Based on this premise, one can identify that the productivity of an employee in any organization especially in the educational sector is majorly dependent on the level of training acquired on the job. Therefore, in order for the staff of the university to function effectively, they need to be trained continuously. In fact, all staffs of the Polytechnic system whether academic or no-academic should be exposed on the best practices of their responsibilities at work. Most of academicians have also requested that the activities of the TETFund in terms of human capital should be extended to the non-academic staff just like their academic counterpart (Ogar, 2012).

2.3 Empirical Review

Adeogun and Osifila (2020) conducted a study to examine the impact of the Tertiary Education Trust Fund (TETFund) on infrastructural development in Nigerian polytechnics and universities. The study focused on six tertiary institutions across South-West Nigeria, including three universities and three polytechnics. Using a descriptive survey research design, data were collected through structured questionnaires administered to academic and administrative staff. The analysis involved both descriptive and inferential statistics, including frequency distribution, mean scores, and Chi-square tests, to assess the relationship between TETFund interventions and improvements in physical and academic environments. Their findings revealed that TETFund had significantly improved infrastructure in the surveyed institutions. More than 80% of respondents confirmed the construction and renovation of lecture halls, laboratories, workshops, libraries, and faculty buildings through TETFund support.

Additionally, the institutions reported improved public image and increased student enrollment, attributed to visible development projects funded by TETFund. The study recommended strengthening the monitoring and evaluation mechanisms of TETFund projects by engaging independent quality control teams. They also advocated for capacity-building programs for institutional staff, particularly in the areas of project management and proposal writing. Furthermore, the study suggested decentralizing project supervision to enable internal monitoring units within institutions to take more responsibility and ensure timely delivery.

Oduwaiye et al. (2019) conducted a study to assess the role of TETFund in enhancing staff capacity, with particular attention to funding for academic advancement, research, and training. The study adopted a descriptive survey research design and employed both qualitative and quantitative analysis techniques. Data were gathered through structured questionnaires distributed to academic staff across selected universities and polytechnics, and the findings were analyzed using percentage distribution, mean rankings, and correlation analysis to measure the effect of TETFund support on staff development outcomes. The study revealed that numerous lecturers had benefited from TETFund-sponsored postgraduate programs, participation in local and international conferences, and specialized training workshops.

Furthermore, the researchers noted an increase in research output among beneficiaries, including journal publications, collaborative studies, and community-based research initiatives. Such academic growth has, in turn, contributed to the improvement of institutional quality and ranking. The study recommended that institutions should establish transparent and merit-based selection processes for accessing TETFund academic support. They also emphasized the need for timely disbursement of funds and increased sensitization on the availability of TETFund programs. Additionally, the authors encouraged periodic review and feedback mechanisms to monitor the long-term impact of staff development initiatives.

Adebayo and Salami (2021) investigated the impact of TETFund’s research funding on scholarly output in Nigerian tertiary institutions. The study employed a mixed-methods approach, combining quantitative data collected via questionnaires from academic staff with qualitative interviews of research administrators. Data analysis included descriptive statistics to measure research output trends and thematic analysis to explore barriers to utilization. Their findings revealed a significant increase in research publications and strengthened research capacity in many institutions as a direct result of TETFund grants. However, the study also uncovered that the utilization of these funds was uneven, with some institutions facing administrative bottlenecks and bureaucratic hurdles that limited full access to the grants. The study recommended streamlining administrative processes, enhancing transparency in grant allocation, and providing training for institutional research managers to optimize fund utilization.

Akinyemi (2018) conducted a study focused on the operational difficulties faced by TETFund projects. Using a descriptive survey design, data were gathered from project coordinators and institutional officials through questionnaires and analyzed using frequency distributions and correlation tests. The study identified key issues such as delayed fund disbursement, inadequate monitoring of projects, underutilization of allocated resources, and a lack of transparency and accountability in the execution process. These challenges were found to hamper the timely completion and quality of projects, ultimately undermining the intended benefits of TETFund interventions. The study recommended the establishment of stricter monitoring and evaluation frameworks, improved transparency mechanisms, and enhanced stakeholder engagement to ensure effective project implementation and maximize the developmental impact of TETFund.

2.4 Theoretical Framework

The paper adopts Management by Objectives (MBO) propounded by Peter F. Drucker in 1954. This is because polytechnic education in the country was established to contribute to individual and national development in the country. This theory is renowned for its ability to guide

any organization towards setting and achieving defined goals or objectives. MBO is established on the premise that managers should avoid “the activity trap” that is, getting so involved in their day to day activities that they forget to adhere to principles regarding the sustenance of the reason why the organization was established. It is important to state that polytechnics ought to constantly focus on their objectives and ensure that all is done to achieve the needed goals.

The polytechnic system is usually divided into various sub-units and headed by various heads. Each of these units has specific Institute or Departmental objective(s) that is being pursued at any point in time. However, effort must be made to ensure that each of the Institute or Departmental objectives harmonizes for the overall management of the polytechnic system. Each Institute or Department in the Polytechnic focuses on attaining their goals. Despite all the various objective(s) pursued by each of these units, they all combine in assisting the polytechnic to produce high level manpower for the economy. In this regards, the various departments though in pursuance of their various departmental objectives must similarly bear in mind the need for achieving the big objective which is the Polytechnic’s objective(s). (Onyeike and Eseyi, 2014).

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology adopted for the study. It outlines the research design, population, method of data collection, sources of data, method of data analysis, and the justification for using secondary data. The approach is tailored to align with the research objectives and ensure credible findings.

3.2 Research Design

The study adopts a descriptive research design using secondary data. This design is appropriate for studies aiming to analyze trends, evaluate the impact of policies, and draw inferences from existing data sources. Descriptive design helps in summarizing and interpreting data collected from published documents, reports, and official records related to TETFund interventions in Kwara State Polytechnic, Ilorin.

3.3 Population of the Study

The population of this study comprises all public tertiary institutions in Nigeria that have benefited from TETFund. However, for the purpose of this research, Kwara State Polytechnic, Ilorin is the focus institution. The population includes available institutional data on TETFund-sponsored projects, capacity-building efforts, and research grants between the years 2015 and 2024.

3.4 Sources of Data

This study relies exclusively on secondary sources of data, which include:

Official documents and annual reports from TETFund, project completion and monitoring reports from Kwara State Polytechnic, Ilorin, publications, journal articles, and scholarly works on TETFund's impact in Nigeria, Government policy documents and education sector performance reports and online databases and institutional websites.

3.5 Method of Data Collection

Data was collected through documentary analysis of existing materials relevant to TETFund's interventions. Official records, published statistics, and institutional reports from 2015 to 2024 were reviewed and analyzed to assess the extent and nature of TETFund's contributions to Kwara State Polytechnic.

3.6 Method of Data Analysis

The data was analyzed using qualitative content analysis and trend comparison techniques. Thematic coding was applied to identify recurring themes such as infrastructural development, staff training, research support, and challenges in fund implementation. Tables and charts were also used where necessary to present summarized findings from the documents reviewed.

3.7 Justification for Using Secondary Data

Secondary data is appropriate for this study due to the following reasons: Accessibility of extensive reports and documentation from government agencies and educational institutions. Availability of credible and up-to-date institutional data that reflect real-time TETFund impact. mCost-effectiveness and time efficiency, compared to primary data collection. The reliability of institutional records and official publications from regulatory bodies such as TETFund and NBTE (National Board for Technical Education).

3.8 Ethical Considerations

Though the study is based on secondary data, ethical considerations were adhered to by ensuring: Proper citation of all sources used, use of publicly available or authorized institutional documents, and avoidance of data manipulation or misrepresentation.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents the findings from the data collected for the study on the impact of the Tertiary Education Trust Fund (TETFund) on Kwara State Polytechnic, Ilorin. The analysis aims to provide a clear and comprehensive understanding of how TETFund interventions have influenced various aspects of the institution, including infrastructure development, staff training and development, and library improvements.

4.2 Study Area

Kwara State Polytechnic, Ilorin, was established in 1973 by the Kwara State Government to address the growing need for technical and vocational education in the region. The institution was part of a broader national strategy to enhance technical manpower development and promote economic growth through skilled labor. Starting with a limited number of courses focused mainly on engineering and technical disciplines, the Polytechnic has expanded over the decades to offer a comprehensive range of National Diploma (ND) and Higher National Diploma (HND) programs. These now span diverse fields including engineering, environmental sciences, business administration, financial studies, computer science, and applied arts, reflecting the changing demands of the Nigerian economy.

The institution has continually evolved to meet contemporary educational standards and industry needs. Significant infrastructure development has taken place, aided by government funding and interventions such as the Tertiary Education Trust Fund (TETFund). Through TETFund, Kwara State Polytechnic has seen the construction of modern lecture theatres, laboratories, libraries, and academic centers, which have enhanced both teaching and learning environments.

Additionally, the Polytechnic has invested in human capital development by sponsoring academic and non-academic staff for postgraduate studies and professional training both locally and internationally. This has improved the quality of education and research output within the institution. Kwara State Polytechnic is recognized today as one of the premier polytechnics in Nigeria, committed to producing competent graduates equipped with practical skills to contribute meaningfully to national development. The institution continues to adapt its programs and facilities to address emerging technological trends and labor market challenges, thus maintaining its relevance in Nigeria's higher education landscape.

4.3 Results

Tetfund receive her running cost only through taxes. The 3% out of company's profit across the country goes to Tetfund through the Federal Inland Revenue. Impact of Tetfund Intervention on Kwara State Polytechnic Ilorin Tetfund has done a wonderful job in the execution of projects which could be categorized into three (3) i.e project intervention, staff training and development intervention and library intervention. Project Intervention In 2000, tetfund constructed lecture theatre and agricultural technology department. Tetfund constructed lecture halls in 2002, 2004/2005. In 2005/2006 academic session, tetfund built lecture halls in Institute of Technology (IOT).

Equally, tetfund embarked on construction of lecture halls and computer studios in three institutes in 2007/2008 i.e Institute of Applied Sciences, Institute of Environmental Sciences and Institute of Finance and Management Studies(IFMS). Polytechnic Academic Conference Centre and Entrepreneur Development Centrewere built by Tetfund in 2010. The Kwara State Modern Library named Prof. Sheu Ahmad Jimoh was constructed in 2011.

Also, two lecture halls were built in the same year i.e new lecture hall besides the modern library and Public Administration lecture hall along Yankari. In 2012/2013, many projects were put in place, these include; Chief Lecturer's Office, Tourism Department, Mass Communication Department, Lecture Complex at IFMS, Auditorium Complex with 500 sitting capacity, Stadium Complex and Principal Lecturer's Office were also built by Tetfund. In addition, tetfund in 2014/2015/2016 constructed and equipped Institute of Information and Communication Technology (IICT), Supplied computer systems and its components, donated 2 hummer buses, 2 hilux, 2 250KVA generators and 100 KVA at Polytechnic water work (Dam) and well as provision of melting and fabrication machine at Institute of Technology (IOT).

Tetfund has sponsored both academic and non-academic staff of the institute. Many staff have been sponsored for different programmes both within and outside the country. For academic staff, some of us have been sponsored for Post Graduate Programme such as Master (Academic) and Doctor of Philosophy (PhD) which cut across every institute of the institution. While non-academic staff benefited from periodic workshops, seminars amongst others. Library Intervention Apart from the construction of modern library in Kwara State polytechnic, Tetfund also equipped the library with various materials which include; text books, journals, book shelves, tables (reading and office), chairs (reading and office), computer with internet facilities, library round table amongst others from 2011 to 2016. In fact, apart from human resources, every other material is Tetfund intervention.

In Kwara State Polytechnic Ilorin, one of the challenges confronting tetfund in the area of project execution is the delay in finance since the money accrues for a project does not release once. The strategy of lowest bidder in the allocation of project to contractor also affects tetfund

intervention solely because; the standard may be compromised instead of quality project. Kwara State Government withdraw her responsibilities in educational sector since the inception of tetfund thereby causing overloading of responsibilities for Tetfund .

One of the policies of the government which can be said to have curtailed the scope of operation of the agency is in the area of limiting their role to that of intervening in only the nation's public tertiary institutions and not the private. Government directives in some cases have the capacity to expand or minimize the function of various agencies in the country. The case is not different for the TETFund. Funds generated by the agency are subject to some prescribed governmental policies. As such, the agency lacks the freedom to express their will on how their activities should be coordinated. This has in some way being a hindrance to the function of the agency. (Onyeike and Eseyi, 2014).

Funding has remained a major challenge to almost all the sectors of the Nigerian economy. This is because funding is a very vital resource in the course of executing a strategic function like that which is executed by the TETFund. The activities of TETFund in Nigeria is highly capital intensive. The agency needs money in order to keep up with the financial, human and material needs of all the tertiary institutions in the country. The projected expenditure of the agency is usually higher than generated income. The agency therefore becomes incapacitated to execute effectively the sole responsibility which it is expected to carry out. Suffice it to say that the absence of adequate funds will either slow or totally ground the ability of the TETFUND to carry out the most important plans laid down ahead of it. (Onyeike and Eseyi, 2014).

The TETFund over time has been experiencing challenges in the area of clear definition of responsibilities. Although the TETFund has been linked to be an intervention agency in the monitoring of the affairs of tertiary institutions. However, there are cases where the TETFund has been involved in the funding of lower levels of education such as the primary and secondary levels. Therefore, in the midst of the inadequacy of resources available to the agency, the agency remains yet overcrowded with the responsibility of attending to the various other levels of education in the country. As such, the agency needs to constantly strategize on how to manage available resources with demand from the various levels of education in the country. This has been a serious challenge for the agency over time. (Onyeike and Eseyi, 2014).

4.4 Discussion of Findings

The findings of this study reveal that the Tertiary Education Trust Fund (TETFund) has played a pivotal role in the development of Kwara State Polytechnic, Ilorin, primarily through its intervention in infrastructure projects, staff training and development, and library enhancement. Funding for TETFund is derived exclusively from a 3% tax on company profits across Nigeria, collected via the Federal Inland Revenue Service. This consistent source of revenue has enabled TETFund to undertake numerous capital projects at the polytechnic, significantly improving the academic environment. Notable infrastructural developments include the construction of lecture theatres, departmental buildings, computer studios, conference centres, a modern library, and various administrative offices between 2000 and 2016. These projects have provided essential physical resources that enhance both teaching and learning processes. Adeogun and Osifila (2020) similarly emphasize that such infrastructural investments are critical to improving academic outcomes and institutional efficiency in Nigerian tertiary institutions.

In addition to infrastructure, TETFund's investment in human capital has been substantial. Many academic and non-academic staff have benefited from scholarships for postgraduate studies, conferences, and professional development workshops, contributing to improved competence and productivity. This aligns with Oduwaiye et al. (2019), who note that staff development initiatives financed by TETFund are vital for enhancing teaching effectiveness and research capacity within Nigerian higher education institutions. The library intervention, involving the provision of books, journals, internet facilities, and furniture, further supports academic excellence, reinforcing the views of Adebayo and Salami (2021) that institutional support for research resources strengthens scholarly output.

Despite these positive impacts, the study highlights significant challenges faced by TETFund in executing its mandate effectively. Delays in fund disbursement disrupt project implementation, and awarding contracts to the lowest bidders often compromises the quality of infrastructural projects. Onyeike and Eseyi (2014) also identify funding delays and poor project monitoring as key constraints that limit TETFund's effectiveness nationally. Additionally, the withdrawal of responsibilities by the Kwara State Government places an undue burden on TETFund, limiting its capacity to fully address institutional needs. This reflects the broader critique by Akinyemi (2018) that government policies and inadequate state-level support constrain the agency's impact.

Furthermore, TETFund's operational scope is limited by government policies that restrict its intervention to public tertiary institutions only, excluding private institutions. This curtails the fund's potential reach and overall impact on Nigerian higher education. Funding insufficiency remains a critical challenge, as the agency's revenue often falls short of meeting the growing infrastructural and developmental needs. The ambiguity surrounding TETFund's responsibilities occasionally funding non-tertiary sectors—further strains its resources and focus (Onyeike & Eseyi, 2014).

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CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of Findings,

The study found that TETFund has made substantial contributions to the development of Kwara State Polytechnic, Ilorin, particularly through infrastructure projects, staff training and development, and library enhancements. Key infrastructural developments supported by TETFund include the construction of lecture theatres, departmental buildings, conference centres, a modern library, and provision of essential equipment and vehicles. These projects have significantly improved the academic environment, facilitating better teaching and learning. In terms of human capital development, TETFund has sponsored numerous academic and non-academic staff for postgraduate studies, conferences, and training workshops, which has enhanced their professional competence and research productivity. Library resources and facilities were also upgraded, contributing to academic research and scholarship.

However, the study identified several challenges affecting the effectiveness of TETFund interventions. Delays in fund disbursement and the practice of awarding contracts to the lowest bidders have compromised project execution and quality. Additionally, the withdrawal of financial responsibilities by the Kwara State Government has placed an excessive burden on TETFund. Other challenges include limited funding, restrictive government policies that exclude private institutions, and ambiguity regarding the scope of TETFund's responsibilities. Overall, while TETFund has positively impacted Kwara State Polytechnic, these challenges hinder the full realization of its potential benefits, indicating the need for improved funding mechanisms, better project monitoring, and stronger collaboration between federal and state governments.

5.2 Conclusion

The study traced the history of Kwara State Polytechnic Ilorin, it examined the impact and challenges of Tetfund in Kwara State Polytechnic Ilorin. The paper revealed that without tetfund, many institutions would have collapsed. Therefore, the polytechnic system to perform well, the effort of all educational stakeholders and other agencies must be on deck to complement tetfund efforts.

5.3 Recommendations

Tetfund should intensify effort on monitoring and evaluation. TETFund should also be provided with appropriate legislations that will make it easier for them to carry out their various activities. There should be more focus on staff training and development. The strategy of lowest bidder should be avoided. Kwara State Government should take charge of her responsibilities in educational sector. Limitations of the Study The limitations to the study include disturbance from the children as a result term break, financial constraints, non-availability of some documents that

are relevant to this research work. Suggestion for Future Research The duration of the interview should be longer so as to give interviewee more convenience time to respond. The questionnaire should be administered instead of interview.

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