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IMPACT OF TETFUND INTERVENTIONS ON HUMAN CAPITAL DEVELOPMENT IN THE FEDERAL POLYTECHNICS IN THE NORTH WESTERN NIGERIA

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ABSTRACT

The study examined the impact of TetFund interventions on human capital development in the Federal Polytechnics in the North Western Nigeria. A survey design was adopted. The study was guided by 2 research questions and 1 hypothesis. The population of the study consist of 1,162 beneficiaries of the Kaduna Polytechnic and Hussaini Adamu Federal Polytechnic Kazaure. The sample size of the study was 291 drawn from Krejcie and Morgan (1970). The study employed Mean (X) and Chi-Square (X^2) tools for statistical analysis. The results show that there is a significant relationship between TetFund interventions and human capital development in the North Western Polytechnics. The study recommends amongst others that an early disbursement to benefiting institutions be made.

KEYWORDS: ***Mean, Chi-square, Human Capital development.***

1. INTRODUCTION

Over the years, the various levels of education in the country have been confronted with various problems which ranges from financial, human to material resource insufficiencies. The importance of human capital accumulation as an engine of economic growth and development has been widely recognized in theoretical and empirical studies (see, Adenike & Sheriffdeen, 2017; Adeyemi, Oseni & Awode, 2018; Amadi & Ololote, 2019; Andabai & Eze, 2018; & Olure-Bank & Usman, 2018). No country has achieved sustained economic development without substantial investment in human capital. Several studies have evolved to analyze the channels through which human capital can affect economic growth (see, Barro & Salai-i-Martin, 1995; &Temple, 1999). Much of this literature has emphasized on the complementary relationship between human and physical capital, noting how imbalances in these two stocks, as well as human capital externalities, can affect economic growth. The highly educated, such as scientists and technicians, appear to have a comparative advantage in understanding and adapting new or existing ideas into production processes.

As a matter of fact, people are the most valuable assets in a country. It is essential for human development that these assets be deployed sensibly. A defective incentive system can result in a waste of human resources, higher incidence of poverty and greater inequality in the distribution of income. It is not enough to use existing resources wisely, we must also add to the existing resources through human capital formation (Uyeri, 2016). According to Harbison (1973) "Human resources constitute the ultimate basis for the wealth of nations. Capital and natural resources are passive factors of production; human beings are the active agents who accumulate capital, exploit natural resources, build a social, economic and political organization, and carry forward national development. Clearly, a country which is unable to develop the skills and knowledge of its people and utilize them effectively in the national economy will be unable to develop anything else"

The importance of human capital development in our higher institutions of learning in Nigeria cannot be neglected. This is due to the fact that the overall growth and development of the nation is hinged upon the success of the quality of its human resources in her

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own educational institutions. The educational sector all over the world 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. 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 needed to be made to ensure that these institutions survive in all of their endeavours. It is based on this premise that various organizations have been set up to see to the overall management and training of human capital development in various institutions. This is to enable them contribute and enhance the economic position of the nation. The Tertiary Education Trust Fund (TETFund) therefore, as one of the intervention agencies of the government has been established with the responsibility of seeing to the survival of the higher educational system on one hand and the development of human resources on the other hand. In the face of human capital development 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 redefine the lost glory of these institutions. Although human capital development is desirable, it cannot be achieved without recurrent spending by TetFund which was established for interventions in our higher institutions of learning. TetFund provide intervention yearly in staff training and development in order to position the nation on the path of development through the efficient and effective human capital development. For example, between 1999 to 2019, TetFund allocated over 1.660 trillion naira to federal Universities, Polytechnics and Colleges of education (TetFund Annual Report, 2018).

It is based on this background that the study intent to examine the impact of TetFund interventions on human capital development in Federal Polytechnics in the North Western Nigeria. The study specifically aimed to examine the impact of TetFund interventions on human capital development in Federal Polytechnics of North Western Nigeria. To achieve this, it is hypothesized that TetFund interventions has no significant impact on human capital development in Federal Polytechnics of North Western Nigeria. The rest of the study is orgainsed as follows. Section 2 discusses related literature. Section 3 Methodology, section 4 presents the empirical results. And section 5 concludes with implications and future research directions and recommendations.

2. LITERATURE REVIEW

This section presents the conceptual review on human capital and also provide theoretical base and empirical literature based on evidences around the globe and the study area; however, the relationship between human capital development and TetFund intervention will be explained.

2.1 Human Capital Development

Different scholars on human capital development conduct some related studies. The related literature has differing views on the concept of human capital development, the knowledge of the human capital organization, and rationalizations concerning labour contributions and other production factors that could bring about the stimulating environment for achieving the targets in any industrial setting (Orji, 2019). Therefore, human capital development concerns all kinds of labour, coaching, training, internship, and human capital management investments. Human capital development presupposes investments, activities, and processes that produce vocational and technical education knowledge, skills, health, or values embodied in people. It implies building an appropriate balance and sizeable human resource base and providing an enabling environment for all individuals to fully engage and contribute to the organizational or national goals (Mathew, 2018). Any effort to increase human knowledge, enhance skills, productivity, and stimulate individuals' resourcefulness is an effort towards human capital development.

According to Matthew (2018), human capital development as a process of increasing human knowledge by improving vocational and technical education skills to enhance trainees' productivity and stimulate their resourcefulness should be systematic, sustainable, and strategic. According to Peretomode etal., (2003), the process should be organized to the extent that there should be a plan for which previous activities will support upcoming activities while facilitating set goals (Osuala, 2005). The process should be sustainable since the product (human capital) must make desired and enduring impact on the organization or society (Osuala, 2005). The process should be strategic to the extent that there are well-defined goals and targets whose attainments are time-bound. It should be dynamic, responsive, and result-oriented, continually evolving, and proactive when addressing emerging challenges.

Aluko (2015) defined Human capital development to mean enhances the skills, knowledge, productivity, and inventiveness of people through a process of human capital formation broadly conceived.

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Thus, human capital development is a people-centered strategy and not goods centered or production-centered system of action. In Torruam and Abur (2014) works, human capital development can be seen to mean developing skills, knowledge, productivity, and inventiveness of human capital formation. It is a people-centered strategy of development recognized as an agent of national development in all countries. Human capital development refers to acquiring and increasing the number of persons with the skill, education, and experience critical for a country's economic and political development. Thus, human capital development is associated with man's investment and development as a creative and productive resource (Jhingan, 2013).

Schultz (1960) in Jhingan (2013) categorized human resources into six: (i) Heath facilities and services: - this involves all expenditure that affects the life expectancy, strength, and stamina, and vigour and vitality of the people, (ii) On the job training which includes old type apprenticeship organized by firms, (iii) formally organized education at elementary, secondary school and higher level, (iv) study programs for adults that are not in agriculture, (v) it involves migration of individual and families to adjust changing job opportunity (factor mobility), (vi) Finally, transfer or importation of technical assistance, expertise and consultants. Human capital development can be defined as the genetic product of learning, which translates into unique talents, capacities, and technological know-how in a nation's labour force for national economic expansion.

The working definition for this research will be in line with Usman and Olure-Bank (2019), Eggoh, Houeninvo and Sossou (2015), Torruam and Abur (2014), and Romele (2013) that human capital development is the process of acquiring knowledge, increasing good health, training to increase capability and creativity to develop the ability of the labour force which will reflect on the production of an economy. Human capital development adds values to human beings in a nation to have a qualified, knowledgeable, and healthy workforce that can give solutions to national economic challenges regularly. Hence, human capital development is generally viewed from expenditure on education, health, and school enrollment.

2.2 Tertiary Education Trust Fund (TETFund)

There are various agencies in Nigeria that are responsible for managing the University education system. One of these agencies set up by the government to oversee the monitoring of the university system of education is the Tertiary Education Trust Fund (TETFund). TETFund came into existence in 2011 after it metamorphosed from the Education Trust Fund (ETF) which was established in 1993 (Ogunde, 2011). As an intervention agency, the institution has been responsible for ensuring that the objectives of the public tertiary institutions in the country are met through the provision of necessary resources. Although a new agency; the TETFUNDs presence has been felt in virtually most of the Universities, Polytechnics and Colleges of Education in the country. The focus of this body is to ensure that the tertiary level of education in the country can compete favorably with other universities in the continent and around the world.

TETFund has been responsible for the distribution of intervention funds to the various public higher institutions in Nigeria. This includes the Universities, Polytechnics, Colleges of Education and other levels of education. Although the agency also takes responsibility for the funding of other lower levels of education within the country, however, their major task has been in the area of distributing and monitoring fund among tertiary institutions in the country (Ogunde, 2011).

The TETFund is an interventional measure of the Federal Government to tackle inadequate facilities in our tertiary institutions (Ezeali, 2017). This is the major role which the agency has been playing over the years since it came into establishment in 2011. Various government agencies such as the Central Bank of Nigeria (CBN) and the Federal Inland Revenue Services (FIRS) release funds to the TETFUND as a channel for distributing same to the various tertiary institutions within the country. However, funds from the TETFund are usually made available only to public tertiary institutions in Nigeria. The TETFund therefore does not put into consideration the management of private tertiary institutions within the country. This on its part has led to much argument for the review of this trend. The mission of the body as spelt out is to provide focused and transformative intervention in public tertiary institutions in Nigeria through funding and effective project management (Source: TETFund website, 2021).

2.3 Theoretical Framework

Although there many theories of human capital development, Human capital theory appears to be most appropriate for this study propounded by Becker (1964). The theory recognized that the growth of physical capital stock depends largely on the existence and accumulation of well-developed manpower also known as human capital. The theorist argued that

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education in the form of training and skill development programmes is positively related to the productivity of workers because it impacts relevant knowledge and expertise on the available manpower. The words of Becker are interpreted to mean that increase or sustained manpower development programmes yield increase or sustained productivity in the organisation. Continuous training of lecturers through the manpower development programmes of TETFund result into productivity and better organisational performance. In the word of Harbison and Myers (2013) 'reformation of human capital theory stressed the significance of education and training as the key to participation in the new global economy. Whenever human capital or human resources are appropriately developed through relevant trainings, the intended outcome is assured. Organization experts assert that planned human resources development programme through training is essential in any organization in terms of increased productivity, heightened morale, reduced costs and greater organizational stability and flexibility to adapt to changing external requirements (Uyeri, 2016). But inappropriate trainings can become a serious wastage of scarce resources on the part of the spending government, organization or individual. This is an area where most third world countries have fallen victim, because they embark on training programmes that are not based on needs assessment (Eneasator, Azubuike & Oko, 2019).

2.4 Empirical Review

A number of studies have been conducted to examine the impact of TetFund intervention on human capital development in higher institutions of learning. But the empirical evidence suggested by this considerable body of literature provides mixed and inconsistent results. For example, Abdullahi (2021) investigated the impact of TetFund intervention on quality and relevance of research development in tertiary institutions in North Central Nigeria for a period of 2015-2019 using Chi-Square and found that TetFund intervention does not have significant impact on quality and relevance to state owned tertiary institutions in North Central Nigeria.

In addition, Abdulaziz, Olokooba & Iyekolo (2020) examined the Impact of TETFUND on academic staff capacity building in Lagos state university employing Chi-Square and found that TetFund intervention improves quality of staff in Lagos State University. Similarly, Orji (2019) examined the effects of manpower development efforts of the TetFund on productivity and performance of academic staff members of Colleges of Education in Nigeria using Chi-Square. The study revealed that staff development programmes of TetFund influences productivity and performance of academic staff in Colleges of Nigeria. More so, Zabbey and Leyira (2019) investigated the relationship between tertiary education trust fund and development of tertiary institutions in Nigeria from 2009 – 2017. The authors employed ordinary least squares and found that Tertiary trust fund depicted positive and significant relationship with staff training. However, Tertiary trust fund positively correlated with project development, research & journal publications and library development but did not have significant relationship.

Furthermore, Ezeali (2017) investigated the impact of TetFund intervention on human resources development in government owned tertiary institutions in South Eastern Nigeria for a period of 2011-2016 employing Chi-Square. The results revealed that TetFund intervention on training and development impact positively on skills and development of the staff and conferences workshops has a significant impact on research and academic growth in tertiary institutions. More so, Udu and Nkwede (2014) carried out a study on tertiary education trust fund interventions and sustainable development in Nigerian universities: Evidence from Ebonyi State University Abakaliki. The study adopted content analytical approach. Data were sourced from documentary papers while contributions of scholars in the field were reviewed. It was found that TETFUND interventions in Nigeria universities particularly in Ebonyi State University impacted positively on infrastructural development while the implications for sustainable development were also positive. In addition, Makolu and Ogbuabor (2013) conducted a research on the effect of training and manpower development on institutional performances in Nigeria. The study applied structured questionnaire to a sample size of seventy-five drawn by simple random sampling. The analysis of data generated was done through descriptive statistics. The analysis of the study shows that training and manpower development enhances workers job productivity and organizational performances. Similarly, Kayode, Kajang and Anyio (2013) studied human Resource Development and educational standard in Nigeria. The study was aimed at examining the effects of low standard of education on its human capital development. The study adopted descriptive approach using secondary data. It was discovered that both the National Policy on Education and Nigerian Constitution emphasized the importance of investing on human capital through education for accelerated economic, political and social

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development. The results revealed that the rate of under development and poverty among other social ills experienced in Nigeria is a consequence of poor investment in human capital development and the decline in the quality and functional education in the country. The study recommended proper educational planning strategy, monitoring, evaluation, better living environment and adequate funding to reverse the trend while corruption and indiscipline should be tackled headlong in the educational sector. Furthermore, Ukenna, Ijeoma, Aninwu and Olise (2010) studied the effect of development in human capital effectiveness on organizational performances among small scale business owners with multiple regression analysis and Pearson 's Correlation Co-efficient. It was discovered that training and skills development are stronger predictors of human capital effectiveness. The study recommends that for business owners to excel in their business they should continuously develop, train and retain their workers to acquire skills to deliver services which in turn can lead to high performance.

In summary, based on the empirical studies reviewed, most of the studies were conducted in other parts of the country such as North Central, South East and South West. More so, none of the studies focused on Polytechnics. Therefore, this study is conducted to fill in the gap.

3. METHODOLOGY

The study adopted a descriptive survey design. The population of the study is 1162 consisting of the benefiting staff of the selected Federal Polytechnics. The data of the study were analyzed using a descriptive statistic (mean) and inferential statistics (Chi-Square). A total of 291 was used for the study drawn from Krejcie and Morgan (1970), determining sample size for research activities. To determine the sample size for each tertiary institution, a ratio of the population was considered out of which 276 copies of questionnaire were returned representing 94.8%. The population of the study was derived from two Federal Polytechnics in North Western Nigeria due to insecurity in Zamfara and Kebbi state (see Table 1 and 2).

Table 1: Distribution of TetFund Beneficiaries 1999-2019

S/No	Name Of Institution	Staff Training	Conf. Attendance	Journal, Maniscript And Research Pub.
1	Kaduna Polytechnic	262	452	44
2	Hussaini Adamu Fed. Poly	154	234	16

Source: *Academic Planning and Research Development of the Two Institutions, 2021*

Table 2: Distribution of the Sample Size of the Study

S/No	Name Of Institution	Sample Size
1	Kaduna Polytechnic	190
2	Hussaini Adamu Fed. Poly	101

Source: *Researcher Computation, 2021.*

The major source of data used for the study was through primary source. The data collection instrument was a structured questionnaire on a 5 Likert point rating scale.

4. DATA ANALYSIS AND DISCUSSION OF RESULTS

4.1 Demographic Characteristics of the Respondents

The socio-economic characteristics of respondents focused on were age, gender, years in service, educational level, intervention benefited and suggestion on how to improve access to TetFund interventions. According to information presented in Table 1, most (48.6%) of staff of the selected Polytechnics are within the age bracket of 36-40 and 64.5% of the respondents in the study are males. Their females' respondents accounts for 35.5%. The import of this is that the employment is dominated by males. 149 (54.0%) of the respondents are in service for the past 10 years while the rest are in service for the of either 3 years, 7 years and 11 years and above accounting for 46.0%. Information on the educational level of revealed that majority of staff of the selected Polytechnics bagged masters 53.3% and very few acquired PhD degrees. On the part of improving the activities of TetFund, majority are of the opinion that early disbarment of funds may enhance human capital development in the Polytechnic sector

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Table 1: Socio-Economic Characteristics of Respondents

Variable	Age Frequency	Percent
25-30	25	9.1
31-35	53	19.2
36-40	134	48.6
41 and above	64	23.2
Total	276	100.0

Variable	Gender Frequency	Percent
Male	178	64.5
Female	98	35.5
Total	276	100.0

Variable	Years in service of the Institution Frequency	Percent
3 years	29	10.5
7 years	53	19.2
10 years	149	54.0
11 and above	45	16.3
Total	276	100.0

Variable	Qualification Frequency	Percent
B.Sc./ HND	74	26.8
M.Sc., M.A, M.ED, or M.Sc.	147	53.3
PhD	55	19.9
Total	276	100.0

Variable	Benefited from TetFund intervention Frequency	Percent
Training and Development	97	35.1
Conference Attendance	108	39.1
Research and Journal publication	53	19.2
All of the above	18	6.5
Total	276	100.0

Variable	Suggestion to Tetfund To Improve Her Performance Frequency	Percent
creation of desk officer in benefiting institution	76	27.5
Early disbursement	103	37.3
Allocation should be based on size	97	35.1
Total	276	100.0

Source: *Authors' Field Survey Data, 2021. N = 276 in all cases in the Variables.*

4.2 Non-parametric Analysis

The study adopted Mean (X) and Chi-square (X^2) as instruments for data analysis. Mean (X) was used to analyse the research questions while Chi-square (X^2) was used to address the null hypothesis. However, the result(s) of X^2-calculated was compared against X^2-critical based on 5% significant level (alpha level) at a derived degree of freedom.

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The decision rule for Mean(X) is using the critical Mean (X) value of 1.70, accept any questionnaire item which its calculated Mean (X) is greater than or equal to the 1.70. If not, do reject the item. *While, the* decision rule for Chi-square (X^2) is Reject null hypothesis, if the P-value is less than 0.05 other wise accept it.

Research Question 1: To extent TetFund intervention on training improve productivity and performance of staff of the selected Polytechnics?

Table-2. Mean rating of academic staff members on the extent to which TetFund intervention on training improve productivity and performance of staff of the selected Polytechnics.

Question Items	N	Mean	Decision
Enhances productivity	276	2.02	Accepted
TetFund intervention on training has improved staff development in your institution	276	1.13	Rejected
Improvement in human relations and approaches	276	2.00	Accepted
Training programme helps me to discharge my duty	276	1.76	Accepted
Improvement in efficiency and effectiveness	276	1.02	Rejected
Make trainees versatile and adaptive to situations	276	1.98	Accepted
Bring about innovations and mental alertness	276	2.67	Accepted
Improvement in research development	276	1.00	Rejected
Change attitude towards responsibility	276	2.97	Accepted
Improvement in stress management	276	3.63	Accepted

Source: *Authors' Field Survey Data, 2021*

Table 2 revealed that 7 out of the 10 questionnaire items were accepted while 3 were not rejected. The import of the results show that TetFund intervention on staff training and development improve productivity and performance of staff in the selected Polytechnics. This result is agreement with that of Eneastor et'al (2019), Ezeali (2017) and Zabbey et'al (2019).

Research Question 2: To what extent TetFund Sponsored Conferences and Journal Publications improve capacity building in your Institution?

Table 3: Mean of Respondents on the impact of TetFund Sponsored Conferences and Journal Publications on Capacity Building in the Selected Polytechnics

Question Items	N	Mean	Decision
Your Institution has received allocation for conferences between 1999-2019	276	1.39	Rejected
TetFund intervention has helped to improved your quality of presentation	276	1.84	Accepted
Conference attendant has made my research work easier	276	1.21	Rejected
TetFund sponsorship of journal publication have impacted on research in your institution	276	1.02	Rejected
Despite TetFund intervention, there is inadequate academic sponsorship on research in your institution	276	1.91	Accepted

Source: *Authors' Field Survey Data, 2021*

Table 3 shows that 3 out of the 5 questionnaire items considered are rejected while 2 are accepted. It is worthy of note from the findings that conference attendance improves quality of presentation as well as despite TetFund intervention, there is still need for more collaborations with other donors.

4.3 Chi-Square Results (Test of Hypothesis)

The Null Hypothesis is that TetFund interventions has no significant impact on human capital development in the selected Polytechnics

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Table 4: Results of the Respondents' Responses

Chi-Square	435.560[a]	43.964[b]	80.283[c]	222.804[c]	185.058[d]	279.413[c]
df	3	4	2	2	1	2
Asymp. Sig.	.000	.000	.000	.000	.000	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 68.8.
b. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 55.2.
c. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 92.0.
d. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 138.0.

The chi-square result X^2 (3) =435.56, P-Value (.000), X^2 (4) =43.96, P-Value (.000), X^2 (2) =80.28, P-Value (.000), X^2 (2) =22.80, P-Value (.000), X^2 (1) =185.06, P-Value (.000) and X^2 (2) =279.4 < 0.05 means that, we do not accept null hypothesis and conclude that there is significant relationship between TetFund interventions and human capital development in the Federal Polytechnics in North Western Nigeria.

5. CONCLUSION AND RECOMMENDATION

From the findings above, it is obvious that manpower development programmes of TETFund, especially to Federal Polytechnics in the North Western, Nigeria remain commendable. This is because training is found to be an influencing individual productivity and performance. It is unfortunate that despite TetFund intervention, most academic staff leave Polytechnic Sector University. The willingness and commitment to participate in human capital development programmes among academic staff members are reported to be affected by delay in disbursement of Funds. Never the less, the study conclude that TetFund interventions has significant impact on human capital development in the North Western Federal Polytechnics.

On the basis of this findings, the study recommends the following

i. That early disbursement to institutions be made on time by the TetFund
ii. In order to retain PhD holders who benefited from TetFund window, a post Doctorial be extended to academic staff of the Polytechnics.
iii. For the purpose of improving quality of research and publication in the Polytechnic Sector, more funds should be made available to institutional research and development unit.

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