

The Impact of Education Tax on Library Development in Tertiary Institutions in Nigeria

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Abstract: The broad objective of this study is to examine the relationship between library development in tertiary institutions and education tax in Nigeria. Secondary data covering the period from 1999-2018 were sourced from Tertiary education trust fund, and Bureau of statistics. The study adopted the Ordinary Least Square estimations technique for data analysis. The result of the empirical analysis shows that on the average, there is a significant relationship between education tax and library development in tertiary institutions in Nigeria. It is therefore recommended that relevant government agencies should put appropriate strategies in place to ensure that monies meant for library development in tertiary institutions are not diverted for other purpose or looted at the expense of the development of universities libraries in Nigeria.

I. INTRODUCTION

Tertiary Education Trust Fund (TETFund) Act, 2011 which is the legal framework for administering Tertiary Education Tax (T.E.T) tends to narrow down the beneficiary of proceeds accruing from this tax to tertiary institutions as against the provisions of ETF that was for the intervention and development of all levels of education from basic up to university level. The tertiary institutions all over the world are the key drivers of research and development related activities, therefore, adequate funding of the tertiary education sector in achieving an educationally viable nation must not be jeopardized. The Nigerian tertiary education system comprises, Colleges

of Education, Polytechnics/Colleges of Technology and Universities. (Oziegbe & Omokalo, 2014).

According to Ibukun in Ekundayo and Ajayi, (2006), University Education in Nigeria provides the much-needed manpower in all ramifications of human need. Edem (1989) opined that University Education should be provided as a means of enriching an individual's knowledge and build his or her full potentials. It appears the perceived problem of the financial deficit is still prevalent among tertiary institutions in Nigeria till date despite the existence of interventionist funding mechanism like TETFund. This assertion is corroborated by a study in 2010 by the World Bank which exposes the fact that the challenge of higher education funding is well, pronounced in the African region than the entire world (Ajayi, 2018). In a similar development, the inability of the successive government in Nigeria to meet the budgetary benchmark of the United National Educational Scientific and Cultural Organization (UNESCO), the recommendation of 26% of the local budget allocation to the Education Sector is a sufficient justification for the establishment of tertiary education tax (Ajayi & Ekundayo, 2006).

The key areas requiring funding in tertiary education are research and development, infrastructure development, training and capacity building, library and publications, among others. The extent to which revenue accruing from education tax fund have being able to satisfy its interventionist functions in addressing the inherent challenges of financial deficit among tertiary education in Nigeria is still debatable owing to lingering industrial crisis between university unions and government over the years which is largely premised on: infrastructural deficit, inability of university graduates to effectively and efficiently defend their degrees, poor research and development funding facility, a shortfall in the quality of education, and limited resources in carrying out training and retraining of staff to mention but a few. Though tertiary institutions continuously take part of government annual budget, it remains under funded. The earmarking of Education tax for the development of tertiary Institutions were with a view to addressing the persistent financial deficit. Tertiary institutions are faced with numerous challenges such as decay in physical infrastructures, poor libraries, deteriorations of academic and residential facilities. These problems which characterised tertiary institutions led to the establishment of education tax fund. Therefore, ascertaining whether the purpose of establishing education trust fund has been achieved is fundamental to this study. Empirical intuition and findings from existing empirical studies seem not to be in agreement, which is a major motivation informing the conduct of this study.

The study of Udu and Nkwede was limited to a state in Nigeria and just one Institution. It lacked statistical evaluation making the findings subjective. Atuahene (2009) study on the contributions of Ghana education trust fund to the development of tertiary education in Ghana was not based on any data analysis technique and the periods covered 2001 to 2006 were very far from year of research hence the findings lack empirical evidence, the findings were based on the verbal assessment of stakeholders which makes it subjective, Hence determining the impact of education tax fund at the international level also lack credible and current statistical evaluation. This has therefore created a good platform to carry out further studies using Nigeria Education tax fund as a yard stick. The objective of this study is to contribute to the ballooning empirical literature on the impact of education tax fund on library development in tertiary institutions in Nigeria.

II. LITERATURE REVIEW

Education Tax Fund

The Education Tax Fund's mandate is to utilize the 2% Education Tax charged on the assessable profit of companies registered in Nigeria through effective project management and funding for the provision or maintenance of Essential physical infrastructure and equipment, Instructional material and equipment, Research and publications, Academic staff training and development, and any other need which in the opinion of the Board of Trustees is critical and essential for the improvement and maintenance of standards in the higher educational institutions. In his words Bogoro, (2019) stated that in order for Tetfund to achieve its mandate, it created some intervention lines after careful needs assessment of Beneficiary Institutions and these include amongst others:- 1. Physical Infrastructure/ Programme Upgrade, 2. Project Maintenance, 3. TETFund Scholarship, 4. Teaching Practice – for COEs, 5. Equipment Fabrication -Polytechnics, 6. Entrepreneurship -Universities, 7. Journal Publication, 8. Manuscript Development, 9. Conference Attendance and 10. ICT Support.

Ajayi (2018) on the other hand, opined that TETFund provides alternative sources of fund to tertiary institutions and the activities include: 1. Supervise the accumulation of education tax in collaboration with FIRS; 2. Readily provide support to FIRS for purpose of collecting education tax; 3. Engage in tax drives to prevail on organizations to pay outstanding education tax. 4. Embark on joint reconciliation exercise in FIRS Tax offices 5. Ensure that funds are disbursed to

various levels of public educational institutions; 6. Collect proposals on required areas of intervention from the beneficiaries; 7. Obtain expression of interest from experts to evaluate their significance to enhancing the quality of teaching and learning; 8. funds investment in suitable and safe securities; 9. Preparing annual reports and updating government and stakeholders of its activities. 10. Review and propose improvement within the provision of the Act. 11. Do different things as are vital or incidental to the objectives of the Fund under the Act or as might be doled out by the Federal Government; 12. Formulate and issue rule, every now and then, to all recipients on payment from the agency on the use of funds gotten from the Fund; 13. Manage the project, application and disbursement of funds from the agency under the Act; 14. Project monitoring being executed by recipients; and 15. Organising occasional workshops/seminars all over the nation to enable partners and recipients to make contributions to future intervention policies.

Prior to the declaration of the enabling Act, distributions to the different tiers of educational Institutions under Education Tax Fund are Universities 25%, Polytechnics 12.5%, Colleges of Education 12.5%, Secondary school Education 20%, Primary Education 30% while the distributions under Tertiary Education Tax Fund are Universities 50%, Polytechnics 25%, Colleges of Education 25%. The disbursement of tertiary education tax to stakeholders over the years appears not to have solved the problems of funding among tertiary institutions, Ugwuanyi, (2014). The real challenges, therefore, are (a.) Ability to equitably manage the available funds to meet the yearnings of stakeholders; {b}. Ability and capability to ensure the judicious use of the meagre resources available; (c). Ability to make sufficient impact in the intervention sector to encourage the payers of tax to continue to support the programme; (d). Ability to influence decisions to enhance and boost teachers' morale to such a level as to positively rekindle interest in teaching and learning; e. Ability to sufficiently sensitize and collaborate effectively with the Federal Inland Revenue Service to ensure and build maximum revenue base from tax collected.

Ibidapo-Obe, (2007) as cited in Oziegbe & Omokalo (2014), opined that the colleges of Education is geared towards the training of middle-level manpower while the polytechnic/college of Technology is necessary for the training and production of middle-level technical manpower. Universities are established to carry out tripartite roles of teaching, research and community services thereby contributing meaningfully to the social and economic development of the nation. Nigeria's Tertiary educational system comprises of 36 federal universities, 37 state Universities and 50 private universities. (Fapohunda, 2014). The system also comprises of

71 polytechnics, 47 monotechnics and 79 colleges of education unevenly spread across Nigeria (Bamiro, 2012 cited in Oziegbe and Omokalo, 2014). Mahmood (2011) noted that research activities have been at a low level in Nigerian tertiary institutions and this has led to a decline in the quality of our research infrastructure which is visible through lack of modern scientific laboratories, declining quality of the academia, lack of incentive for publications in conferences and journals and the dearth of funding. The Nigerian government has failed to meet the recommended 26% of budget allocation to the education sector as laid down by the United Nations Educational Scientific and Cultural Organization (UNESCO). (Ajayi and Ekundayo, 2006 as cited in Udu and Nkwede, 2014).

Concept of Tax

The concept of education tax explained above will not be well comprehended without a clear understanding of what tax means. There are different forms of taxes imposed by governments of nations meaning that most of the time, the word tax is linked to particular type. Tax concept in prior researches has been largely discussed in different contexts by tax experts, academic scholars, and international organizations as well as different governments. For example, the World Bank (2019) emphasized that taxes denotes compulsory and unrequited payments to the government from the entire economy. , On the other hand, the National Tax Policy, (2010) gave definitions of tax as a financial imposition forced on a person, or business by a government or her agencies; it is a monetary levy placed upon citizens or assets to assist public expenditures. It is a fiscal charge by the State authority on people, businesses, exchanges, assets and related transactions with a view to producing income. Furthermore, it defines tax as implemented corresponding commitments from individuals, corporate entities and property, required by the government by virtue of its position to help in meeting the needs of the general society.

Concept of Library Development

The position and status of academic libraries within academic institutions are unclear and appear to differ within different institutions (Chu, 2014). Students and faculty members are the resident population of an academic institution and they greatly affect various aspects of the academic library. Thus, understanding their needs and their attitudes toward the library as a provider of research and teaching necessities is crucial for the adaptation of the library to their academic requirements. In addition, the continuous process of reassessment of the library and the services

that it provides, including developing programs tailored to meet the research and teaching needs of faculty members, can improve the library as a provider of such services. Nevertheless, there appear to be differences between the services that the library provides and the way in which faculty members perceive these services, and the library in general (Searing and Greenlee, 2011). Comparing the perceptions of academic librarians and Students and faculty members is important for developing relevant services for the faculty.

According to Tillack (2014), faculty members generally appear to be aware of the importance of the library; however, in practice, the academic institutions continuously try to reduce library budgeting from year to year, thus raising difficulties in purchasing the resources required for the proper functioning of the library (Brown & Swan, 2007). The ability to access information by using simple, fast, and electronic means is extremely important in the current “era of changes”, as the digital world has dramatically changed scholarly communication, to the extent of transforming the traditional scientific communities to “scientific networks” (Cox and Verbaan, 2016; Genoni et al., 2006). Indeed, faculty members claim that the Internet has extended their circle of acquaintances, allowed them to read more diverse materials, facilitated new connections with faculty members from other institutions and academic statuses, allowed them to actively participate in discussion groups and research enterprises, and, in general, improved communication and information flow between them and other faculty members (Steele, 2014).

Several studies that examined the attitudes of faculty members regarding academic libraries (Bundy, 2004; Cooke et al., 2011; Gibbons et al., 1994; Hawkins et al., 1998; Koltay, 2016; Lynch, 2004; Malenfant, 2015) found that, as a result of technological advancements, faculty members increasingly use the online services of the academic library. For these faculty members, the importance of library services has increased, rather than decreased, as was previously believed (Kachaluba et al., 2014). However, the development of the vast number of Internet tools, and the information overload incurred by technological advancements have raised difficulties for some students and faculty members, who require the services of the library today more than in the past (Kachaluba et al., 2014). In addition, the library can assist in developing information literacy, which is especially important in an era of information overload and can help in learning and organizing materials. With respect to researchers, specifically, a more precise term for information literacy in the current era is research literacy – and, even more so, electronic research literacy which requires various new skills, such as the ability to collect, sort and preserve

materials, to organize and develop electronic collections, and to learn how to use information-obtaining tools.

Creaser and Spezi (2012) found that information literacy training is highly useful and that it is appreciated by faculty and student members and promotes collaborations with the librarian. For Nigerian tertiary Institutions, Bogoro (2019) explained that TETFund Library Development Intervention is intended to ensure the availability of books, periodicals, equipment and other reading resources in the libraries of public tertiary educational institutions with emphasis being placed on e-resources in line with global trends for which substantial funds are made available for this purpose He further stated that the actual disbursements as at January 2019 for library development were N16,101,705,355.31 for Universities, N10,783,805,000.00 for polytechnic and N 10,268,585,100.00 for colleges of education

Empirical Review

Nagbi and Micah (2019) carried out a study on the Tertiary Education Trust Fund and Development of Higher Institutions in Nigeria. The objective of the study is to find out the relationship between Tertiary Education fund and Library development in the Universities. Expost facto research design was adopted. Secondary data were collected from Tetfund, Bureau of statistics and Central Bank of Nigeria. Serial Correlation and simple regression tool were utilized for the analysis. The study accepted the null hypotheses and concluded that there is no significant relationship between tertiary education trust fund and library development in tertiary institutions in Nigeria within the period of this study. This finding was not in line with the findings of Adeyemi (2011) that investigated the funding of Nigerian public higher institutions and found significant relationship between tertiary education trust fund and development of Nigerian higher institutions. The period covered in this study was five years and the test carried out did not cover sufficient years to form an opinion on the contribution of education tax on the development of tertiary institutions in Nigeria. . Moreover, the study was limited to Federal Universities in Nigeria which may not be adequate to form an opinion about tertiary institutions in Nigeria. Moreover, the study was limited to Federal Universities in Nigeria which may not be adequate to form an opinion about tertiary institutions in Nigeria.

Bamigboye and Okonedo-Adegbaye (2015) examined the funding of academic libraries in Nigeria, and the role played by Tertiary Education Trust Fund (TETFund) .in providing adequate funding for academic libraries in

Nigerian Tertiary Institutions Libraries. Oral interview was conducted with five Head of libraries and Collection development librarians, on the benefit of the funds, accessing the funds and challenges faced on the funds. Findings of the study revealed that all federal and state tertiary institutions are beneficiary of these funds and academic libraries were able to meet their obligation to library users through the provision of resources, equipment, and infrastructure by the fund. These funds and academic libraries were able to meet their obligation to library users through the provision of resources, equipment, and infrastructure by the fund. This study was limited to oral interview to only five Head of library. This implies the findings were based on five institutions. The researcher opinion is that the result cannot be relied on due to the scope of coverage. There is no statistical trend about years of coverage

Theoretical Framework

Tax Benefit Theory

Accordingly, the tax benefit theory opined that government should impose taxes on citizens according to the income earned by them. In other words, the higher an individual or companies earns from economic activities in the Country, the higher the taxes payable to the State. From this theory we can deduce that tax is paid in exchange for benefits from the government. Perhaps the government should be obliged to provide more to those that had contributed immensely to the government's coffer (Otu& Adejumo, 2013). However, there are some weaknesses in the application of this theory to real life situation.

Otu and Adejumo, (2013) did say that first, it will be difficult to ascertain the number of benefits derived by each taxpayer. The benefits are shared across such that both taxpayers and non-taxpayers benefit from it. For example, military and police protection services are enjoyed by all. Second, the states do not restrict social benefits on those paying taxes. Those receiving the most considerable gain maybe those that pay less or not at all. Thirdly, expenditures undertaken by government are meant to provide welfare for her nationals. If this were to be applied, the poor would pay more than other class of citizens since they benefit more services from the government. Consequently, this theory could be said to have direct bearing on the nexus between education tax and library development of tertiary institutions in Nigeria based on the fact that tax revenue generated from TETFUND is used to fund library development in Nigeria's tertiary institution.

III. METHODOLOGY

The technique used in analyzing and estimating the time series data collected is Linear Regression using the ordinary least squares regression techniques. (OLS) the study is interested in cause and effect relationship and since secondary data is available, regression is best suited for the analysis.

$$\text{LIBDEV} = f(\text{TETFUND})$$

$$\text{LIBDEV}_t = \beta_0 + \beta_1 \text{TETFUND}_t + \varepsilon$$

Where:

LIBDEV = Library Development

TETFUND = Tertiary Education Tax fund

β_1 = Coefficient of the predictor variables

ε = error term

t = time covered by the study (1999 to 2018)

Data Analyses and Interpretation

Table 1: Descriptive Statistics

	LIBDEV	TETFUND
Mean	2.11E+09	8.29E+10
Median	5.28E+08	5.30E+10
Maximum	1.26E+10	2.06E+11
Minimum	0.000000	5.63E+09
Std. Dev.	3.23E+09	7.58E+10
Skewness	2.065373	0.444725
Kurtosis	6.713171	1.580629
Jarque-Bera	25.70891	2.338113
Probability	0.000003	0.310660
Sum	4.21E+10	1.66E+12
Sum Sq. Dev.	1.99E+20	1.09E+23
Observations	20	20

Source: Researcher's computation (2022) Using Eviews 8.0

The result of the descriptive statistics in Table 1 shows the statistics of twenty (20) recorded observations from TETFUND official data of revenue generation and

releases for academic development. It shows that TETFUND has a mean value of 8.29E+10, while its standard deviation is 7.58E+10, it has a Jarque-Bera value of 2.338113. LIBDEV which is the main variable of interest as it is the dependent variable has mean value of 2.11E+09 and a standard deviation of 3.23E+09. Both variables exhibited positive skewness.

Table 2: Correlation Matrix

Covariance Analysis: Ordinary

Date: 11/22/22 Time: 09:00

Sample: 1999 2018

Included observations: 20

Covariance		
Correlation	LIBDEV	TETFUND
LIBDEV	9.94E+18	
	1.000000	
TETFUND	1.51E+20	5.45E+21
	0.647487	1.000000

Source: Researcher' computation (2022) Using Eviews 8.0

Table 2 above shows the association among the variables employed in this study. It shows that the TETFUND has a high positive correlation with LIBDEV with correlation coefficient value of 0.647487.

Table 3: Regression Result

Dependent Variable: LIBDEV

Method: Least Squares

Date: 11/22/22 Time: 09:00

Sample: 1999 2018

Included observations: 20

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	-1.85E+08	8.51E+08	-0.217431	0.8303
TETFUND	0.027644	0.007669	3.604700	0.0020
R-squared	0.419240	Mean dependent var		2.11E+09
Adjusted R-squared	0.386975	S.D. dependent var		3.23E+09
S.E. of regression	2.53E+09	Akaike info criterion		46.23753
Sum squared resid	1.15E+20	Schwarz criterion		46.33710
Log likelihood	-460.3753	Hannan-Quinn criter.		46.25696
F-statistic	12.99386	Durbin-Watson stat		1.017486
Prob(F-statistic)	0.002026			

Source: Researcher' computation (2022) Using Eviews 8.0

Table 3 above shows the result of ordinary least square (OLS) regression estimate. It has an R-squared value of 0.419240, an indication that about 42% of the systematic variation of LIBDEV on the average, is explained by TETFUND, while the balancing 58% is captured in the stochastic error term (ϵ_t). This means that the model has a low predictive power. However, after adjusting for degree of freedom, this resulted in an Adjusted R-squared value of 0.386975; an indication that about 39% of the systematic variation of LIBDEV on the average, is explained by TETFUND, while the balancing 61% is captured in the stochastic error term (ϵ_t). Given an F-statistic value of 12.99386 and Prob(F-statistic) value of 0.002026, the model on the average can be said to be statistically significant at 95% confidence interval. This means that there exists a significant relationship between LIBDEV and TETFUND.

The results of the estimate show that TETFUND have absolute t value of 3.604700 and corresponding probability value of 0.0020, hence significant at 95% confidence interval. This means on the average, that there is a significant relationship between TETFUND and LIBDEV.

IV. CONCLUSION

This study is an empirical investigation of the relationship between education tax and library development in Nigeria's tertiary institutions. The quality of information provided in tertiary institutions library, to a large extent explains the rating of the tertiary institutions within the committee of global tertiary institutions. This study used OLS regression to analyse the nexus between the variables of interest in this study and the result of the empirical analysis shows that on the average, there is a significant relationship between education tax and library development in tertiary institutions in Nigeria. It is therefore recommended that relevant government agencies should put appropriate strategies in place to ensure that monies meant for library development in tertiary institutions are not diverted for other purpose or looted at the expense of the development of universities libraries in Nigeria.

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Appendix: Education Tax Collections

Table 1

Year	N
1999	10,330,000,000
2000	5,630,000,000
2001	8,680,000,000
2002	16,090,000,000
2003	10,130,000,000
2004	9,440,000,000
2005	17,120,000,000
2006	21,610,000,000
2007	27,720,000,000
2008	50,530,000,000
2009	55,550,000,000
2010	137,570,000,000
2011	88,970,000,000
2012	128,520,000,000
2013	188,360,000,000
2014	189,610,000,000
2015	206,400,000,000
2016	130,120,000,000
2017	154,960,000,000
2018	201,000,000,000
Grand total	1,658,340,000,000

The above table represent data on education tax collected in the years under consideration

Source: CBN, Tetfund

Disbursements for Library development

<i>Year of intervention</i>	<i>Library development</i>
	<i>DISBURSEMENT (N)</i>
1999	0
2000	0
2001	276,781,250
2002	271,625,000
2003	277,334,800
2004	278,650,050
2005	457,587,500
2006	455,812,500
2007	598,680,000
2008	936,824,000
2009	972,093,116
2010	1,803,464,197
2011	2,380,750,000
2012	5,561,206,177
2013	7,457,136,866
2014	12,598,000,000
2015	4,784,750,000
2016	2,752,650,000
2017	175,950,000
2018	100,300,000
Total	42,139,595,455

Source: Tetfund (2020)