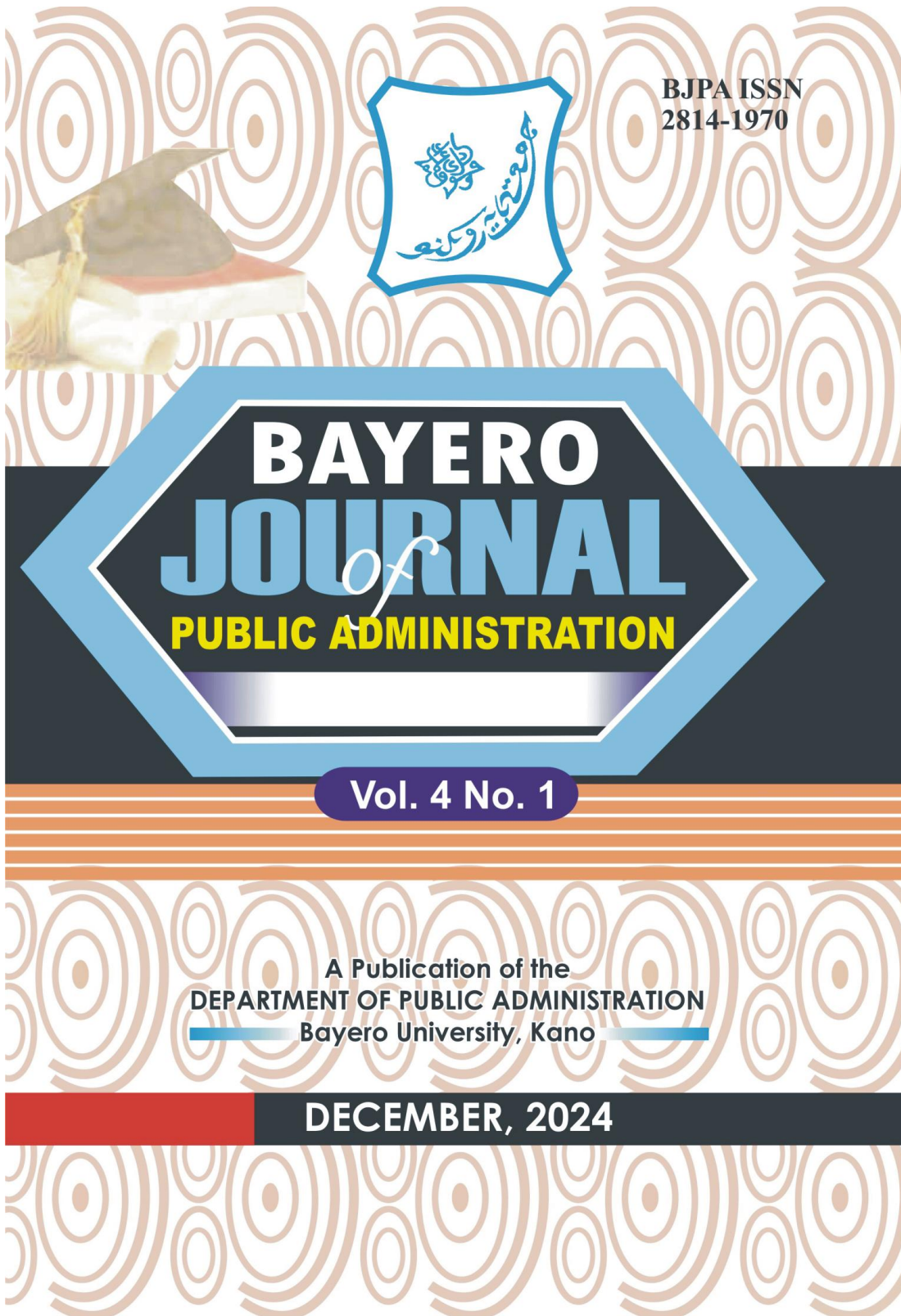




TETFUND INTERVENTIONAL PROGRAMMES ON ACADEMIC STAFF DEVELOPMENT IN THE SELECTED UNIVERSITIES OF NORTH-WESTERN NIGERIA

¹Sirajo Bello, ²Naziru Muhammed Musalli, PhD, ³Yusuf Abdu Yusuf, PhD & ⁴Hindatu Maigari Yerima, PhD

¹Department of Public Administration, Faculty of Management Sciences, Umaru Musa Yar'adua University, Katsina-Nigeria

^{2, 3 & 4}Department of Public Administration, Faculty of Management Sciences, Sa'adu Zungur University, Bauchi State, Nigeria
Corresponding author: sirajo.bello@gmail.com,

Abstract

TETFund was established in 2011 to address the problem of inadequate funding of public tertiary institutions in Nigeria. This study examined the impact of TETFund interventional programmes on academic staff development in selected universities of North-western Nigeria (2012-2022). The study was guided by Resource dependency theory. The study adopted quantitative approach. The population of the study was 3512 with a sample size of 346. Questionnaire was used in the collection of data. Multiple regression analysis with the help of SPSS (version 23) was used to test the hypotheses. The findings of the study revealed that TETFund scholarship, TETFund conference attendance sponsorship and TETFund manuscript development grant had positive and significant impacts on academic staff development. It was also found that lecturers in the universities investigated find it difficult to access the interventions for staff development and there were inadequate funds for staff development. The findings of the study would contribute to existing body of knowledge on human resource development and provide evidence based information for the TETFund, government and university managements to do more on staff development in tertiary institutions. Therefore, the study recommended among others that TETFund should sustain its staff development programmes and reduce the bureaucratic bottlenecks in accessing the funds, the university management ought to strengthen the local staff development fund and frequently organize grantsmanship seminar to train more academic staff on how to develop their academic manuscripts into books and access the research grants.

Key words: Conference attendance, Staff development, Scholarship, TETFund interventions.

1. Introduction

Human resource is one of the most important resources in any tertiary institution worldwide. The quality and quantity of staff in any tertiary institution determines its success. In fact, no educational institution can develop above the quality of its lecturers who are responsible for teaching and conducting research. Therefore, the importance of staff development cannot be over-emphasised. Thus, tertiary institutions should engage and train competent and highly motivated lecturers in order to realise the goals of education. For universities and other tertiary institutions to function properly, they should embark on training and retraining (Amin et al., 2020). Akpalu and Markom (2022) noted that staff development is an aspect of the human resource management aimed at increasing staff expertise, skills, knowledge, abilities

and qualification. They further explained that the priority of any organisation is to manage its staff properly and optimize efficiency.

However, governments, policymakers, and university administrators face a significant difficulty in funding higher education globally. In some countries, it is funded by the public sector, while in other countries it is financed by both public and private sectors. In developed countries like the USA and the UK, both governments and university administrators contribute towards financing tertiary education. Francis (2006) observed that, there has been a progressive transition away from free higher education toward a system of cost sharing where students pay for their education in most wealthy countries. The university administrators finance tertiary education with internally generated revenue. Government provides grants to support the tertiary institutions. For example in USA, 52% of the total expenditure for higher education comes from the private payments which include 38% from students and 14% from other private contributors (Wolanin, 2023). However, the case is quite different in Africa and majority of the developing countries.

In most of African countries, financing of higher education has been the sole responsibility of government. That is to say, government subsidises education. For instance in Ghana, higher education is funded by the government. As the tertiary institutions and students' enrolment keep on increasing continuously, funding of higher education became a complicated problem. In fact it poses serious challenge to government. Thus, to address the problem of funding tertiary education in Ghana, an intervention agency called Ghana Education Trust Fund (GETFund) was established in 2000. The Fund levies 2.5% Value Added Tax (VAT) on goods and services to complement the budgetary allocation to education sector by the government. In Nigeria, since colonial times, the government has been managing and controlling public universities and other tertiary institutions. However, the Nigerian public tertiary institutions are struggling with a lack of adequate funds for staff and infrastructural development, which has damaged the education sector and led to poor staff development in particular. The declining infrastructure in education and failing standard of education generally in the 1980's and early 1990's led to agitation for reforms mainly by Academic Staff Union of Universities (ASUU), in the education sector (Bogoro, 2020). This is why, following a string of strikes, the ASUU and the Federal Government of Nigeria (FGN) came to an agreement that resulted in the establishment of an interventionist organization named as Education Tax Fund in 1993.

The Education Tax Act No. 7 of 1993 (subsequently revised in 1998 and 2004) established the Education Tax Fund (ETF) as an intervention agency. This statute gave the then-ETF the authority to get involved in public institutions i.e. primary, secondary, and tertiary educational institutions. The Act was enacted as a home-grown solution to address the problem of deteriorating infrastructure, restore the once-glory of education and faith in the system, as well as to increase the capacity of teachers and lecturers. Meanwhile, the Education Tax Fund was revised and replaced with Tertiary Education Trust Fund (TETFund) by the ETF Act No.16, 2011 which is similar to that of Ghana. The agency was refocused to intervene only in public tertiary institutions (i.e. universities, polytechnics and colleges of education) for maximum impact, and to provide supplementary support to them. The 2% education tax deducted from the assessable profits of all registered Nigerian enterprises is the fund's principal source of income (TETFund document, 2018). Allocating money for the

development of staff and infrastructure is one of the Tertiary Education Trust Fund's distinct goals.

The Fund's mandate is to utilize the 2% Education Tax received from all registered firms in Nigeria to fund various programmes such as essential physical infrastructure and equipment, instructional materials and equipment, research and publications as well as academic staff training and development (TETFund Act of 2011). The TETFund scholarship, teaching practice for college of educations (COEs), equipment fabrication for polytechnics, entrepreneurship for universities, journal publication, manuscript development, conference attendance are some of the intervention areas the Fund created to fulfil its mandate. Imam (2021) noted that from 2011 to 2021, TETFund disbursed about 2.5 trillion naira to universities and other tertiary institutions for staff and infrastructural development. From 2011 to 2021, TETFund has succeeded in training over 30,000 lecturers across the country for higher degrees within and outside Nigeria, 67650 staff were sponsored for conferences, 2175 IBR research projects and 458 NRF research projects (Bogoro, 2021).

However, the major issue in this research is that despite the improvement in funding higher educational institutions following the establishment of TETFund, most of the public tertiary institutions in Nigeria are still having inadequate funds to train their academic staff properly. Inadequate funding is the main issue facing tertiary education in Nigeria (Tete & Matthew, 2020; Jacob & Lawal, 2020; Monday & Debora, 2021). The lecturers that want to benefit from TETFund scholarship have to stay for a long time on the queue before they can access the fund. Again, the numbers of beneficiary institutions keep on increasing i.e. more universities, polytechnics and colleges of education are being continuously established. These, coupled with the challenges in accessing the funds hinder staff development in Nigerian public universities. The challenges in accessing TETFund interventions hinder staff training and development in Nigerian universities (Abdulaziz, 2020; Isiaka, et-al, 2020; Osaigbovo, 2022). Moreover, the TETFund intervention on academic manuscript development is hardly accessed by the lecturers in the public universities. Every year, funds are allocated to universities, but very few staff members could access it. This study is also informed by the suggestions made to conduct further research on TETFund interventions and staff development (Fejoh & Adesanwo, 2021; Dada, Michael, and Bello, 2022) and the inconsistent results revealed by the previous studies.

Therefore, it is against this backdrop, this study intends to assess the impact of TETFund interventional programmes on academic staff development in selected universities of North-western Nigeria, comprising Bayero University Kano (BUK), Kano State, Federal University Dutsinma (FUDMA), Katsina State and Kaduna State University (KASU), Kaduna State (2012-2022). The universities selected represent the old and new generation Federal and State Universities in the region. North-Western part of Nigeria is selected because the previous related studies reviewed showed that very few studies were conducted in the region and a research of this kind has never been carried out on the selected universities, to the best knowledge of the researcher. Therefore, the study provides answers to these research questions; what is the impact of TETFund scholarship on academic staff development? What is the impact of TETFund conference attendance sponsorship on academic staff development? What is the impact of TETFund manuscripts development grants on staff development? While the objectives of the study are to examine the extent to which TETFund scholarship has improved academic staff development, the extent to which TETFund conference

attendance sponsorship has promoted academic staff development and the extent to which TETFund manuscripts development grants has enhanced academic staff development in the selected universities. The study hypothesised that; there is no significant relationship between TETFund scholarship and staff development in the selected universities of North-western Nigeria. Secondly, there is no significant relationship between TETFund conference attendance sponsorship and staff development. Thirdly, there is no significant relationship between TETFund manuscripts development grants and staff development.

The findings of this study will contribute to existing body of scientific knowledge on staff development and provide evidence based information for government, TETFund agency and university administrators to take corrective measures towards improving funding of public universities in Nigeria.

2. 0 Literature Review and Theoretical Framework

This section concerns with the conceptual clarification, review of empirical studies and a theoretical framework of the study.

2.1 Conceptual clarification

This deals with the clarification of the basic concepts or variables of the study. Therefore, the staff development concept, scholarship concept and concept of conference are discussed below;

Concept of staff developments

Different scholars across the world defined the concept of staff development. Staff development involves activities aimed at developing, maintaining, or expanding employee skill sets are often referred to as staff development. According to Yusuf and Idris (2021) staff development refers to a process of updating knowledge and skills of staff to improve their job performance. They further argued that staff development programs, such as advanced studies, conferences, skill training, and seminars, to name a few, can be used to update the knowledge and abilities of professors at universities. Winston and Creamer (2017) defined staff development as the formal or informal, within or outside campus activities and programmes that assist workers to learn about their roles, develop the essential skills and competencies needed to realize organisational and divisional goals and purposes, grow personally and competently to position themselves for progress within the institution or beyond the University grounds. In my view, this definition is all-inclusive as it talked about what will help staffs to develop, the purpose of staff development and its benefits to staff and the organisation in general.

Concept of Scholarship

According to Peterson (2008) defines scholarship as an award of monetary assistance to students to enable them further their schooling. The award is given based on different criteria, which usually reflect the principles and purposes of the donor or founder of the award. He added that in nations like the United States of America, scholarship money is a significant part of financial aid for students and is not subject to repayment. Some scholarships come with "bond" conditions, as Teng (2014) noted. The awardees may be required to work for a specific employer for a set period or in rural or distant locations; alternatively, they likely be required to reimburse the amount of support they got from the award. For those willing to work in rural and isolated places, this is especially true for nursing and education

scholarships. In the case of TETFund scholarship the awardees are bonded to work in the beneficiary institutions for equal or twice of the period spent on study leave, on successful completion of the masters or doctoral degree programmes.

Concept of Conference

A conference is seen as a gathering of academics or other people that get together on a college campus to debate and present on a certain theme or subject. Conferences are regularly organized by associations and organizations for their regular meetings and act as platforms for discussion. These occasions typically follow the conventional presentation style, which includes written presentations followed by question and answer periods. There are many different types of conferences, including professional conferences, news conferences, peace conferences, academic conferences, business conferences, conference calls, settlement conferences, trade conferences, and many more (Ozochukwu, Orogbo & Igbodo, 2016). The objective of conferences is typically to bring together people with similar backgrounds or interests in order for them to get to know one another and learn about and discuss issues, ideas, and work that are relevant to their shared interests (Nassari, 2013).

2.1 Empirical Studies Reviewed

There are number of previous studies conducted on TETFund interventions and staff development in Nigerian public tertiary institutions. These include;

Isah (2024) conducted research on the effects of tertiary education trust fund intervention policy on academic staff development of polytechnics in Jigawa state, North-western Nigeria. It was discovered that TETFund has contributed to academic staff development in the selected polytechnics in Jigawa state. Therefore, the study recommended that there should be timely disbursement of funds for study fellowship to the lecturers, and that TETFund should device a means of sharing its annual intervention to all the polytechnics in a state rather than the situation of allocating the funds to one institution while the others wait for their turn in subsequent years.

Musa, Ahmed, Usman and Ibrahim (2023) investigated the Tertiary Education Trust Fund Sponsored Conference and Staff Motivation in Gombe State University, Nigeria. The results revealed that significant relationship exists between conference attendance and academic staff motivation, but the relationship between conference attendance and non-academic staff motivation is insignificant. Hence, the study recommended that the University management should support academic staff to secure more TETFund sponsored conferences and encourage non-academic staff to access the funds by TETFund for conference attendance. With evidence from North-eastern Nigeria, Ezekwe and Kelechi (2023) conducted a study on Tertiary Education Trust Fund Interventions on academic staff training in Nigerian universities. It was found that TETFund investments in human capacity building have a positive impact on the academic staff's competency. Accordingly, the study recommended that TETFund and the university management should provide enough facilities that will foster innovation and creativity in teaching and research skills.

In the study of Agba et al (2023) titled "University governance: TETFund and human capital development in Nigerian public universities" focus was made on university governance with specific interest in the contributions of the Tertiary Education Trust Fund to human capital development in Nigerian public universities. The findings of the study revealed, among others, that TETFund intervention in the area of staff training and development; conference

and workshop attendance sponsorships, research grants, and educational support services have contributed significantly to human capital development in Nigerian public universities. The study recommended a sustained and elaborate partnership between TETFund and public universities in the area of human capital development. It is also recommended that TETFund intervention should be expanded to cover more beneficiaries in the scheme. Gbenga and Oladotun (2023) carried out research on TETFund intervention programmes and academic staff development of selected polytechnics in South-West, Nigeria. The findings revealed that TETFund intervention programmes had a significant positive effect on academic staff development in the selected polytechnics. It was recommended that there should be continuous sustenance of TETFund intervention activities, and the management of tertiary institutions in Nigeria should explore possible alternative sources of funding to complement the effort of TETFund.

Osaigbovo,(2022) carried out research on the Challenges Confronting the Implementation of Tertiary Education Trust Fund in Nigerian Educational System: The Way Forward. The study investigated the challenges confronting the Implementation of Tertiary Education Trust Fund and suggested possible solutions. It was discovered that, despite the agency's limited funds, TETFund has occasionally been involved in supporting education sector. The study recommended that TETFund should be encouraged towards prompt tax collection and budget allocations and cooperation from Federal Inland Revenue Services (FIRS) for an efficient service that can induce wonderful outcome. In the study of Olufemi and Ayooluwa (2022) titled "TETFund Intervention Policy and Staff Development in Selected Federal Universities of South-western Nigeria". It was found that TETFund intervention policy had significant effect on staff development in the selected universities. It was recommended that all efforts must be put in place to ensure that the intervention policy continues in public tertiary institutions and even in privately owned institutions. Dada, Micheal and Bello, (2022) conducted study on TETFund, Physical Infrastructure and Staff Development: Empirical Evidence from Lagos State. The result revealed that TETFund has no significant influence on infrastructural and staff development and the productivity is low. It was recommended that government should be proactive enough in terms of funding of physical infrastructure and staff development and suggested for further research to be conducted to bridge the gap in knowledge and scope.

Nduagu and Saidu (2021) investigated the effects of TETFund initiatives on staff and infrastructural development in Abia State, Nigeria. The study revealed that TETFund initiatives had a statistically significant and favourable impact on both personnel and infrastructural development, thereby enhancing the overall quality of tertiary education. The study suggested increasing staff development programmes both domestically and abroad. It also stressed how crucial it is to take action inside the recipient institutions to ensure easy access to TETFund interventions. Adesanwo and Fejoh, (2021) investigated the Impact of TETFund interventions on industrial peace in Olabisi Onabanjo University, Ogun State, Nigeria. The findings showed that TETFund interventions had a major impact on employee development as well as infrastructure development, and they contributed to sustaining industrial harmony. The federal government was advised to step up efforts to ensure that tertiary institutions receive adequate financing through TETFund. Yusuf, Akwe, and Ahmadu (2021) performed research on the effects of TETFund interventions on human capital development in Hussaini Adamu Federal Polytechnic, Kazaure and the Kaduna Federal Polytechnic.. The findings demonstrated a substantial link between TETFund actions and the

growth of human capital and also revealed that TETFund intervention is made for few academic staff members. It suggested that beneficiary institutions receive their funds sooner rather than later. Effiom, et-al (2020) investigated “Tertiary Education Trust Fund (TETFund) Intervention Programmes on Staff Research, and Conference Attendance for Staff development in Public Universities of Cross River State, Nigeria: Implications to Social Science Education. It was discovered that the extent to which TETFund facilitates staff research, publications and conference attendance for staff development in public universities in Cross River- Nigeria, is low. The study therefore suggested that the Federal Government of Nigeria, through the TETFund, should increase the annual allocation for academic content-based interventions, such as staff training, conference attendance, and research interventions in our public universities to train a sizable number of staff for maximum productivity.

In Lagos State University (LASU), Nigeria, Isiaka, Nasiru, and Olushola (2020) looked into the impact of tertiary education trust fund intervention on academic staff capacity building. The findings showed that TETFund interventions had a significant impact on the infrastructure needed for teaching and learning, with a strong emphasis on the capacity building of academic staff. It suggested that tertiary education institutions should launch economic operations to increase their Internally Generated Revenue (IGR) and that bureaucratic delays frequently connected with obtaining funds that have been granted should be minimized or eliminated. In the study of Eneasator, Ken and Orji (2019) titled “The Effect of Manpower development Efforts of the TETFund on Productivity and Performance of Academic Staff Members of College of Educations in Nigeria”, using quantitative method. It was revealed that TETFund staff development programmes influence productivity and performance of academic staff members of COE, but staff do not make maximum use of staff development programmes available. The findings also revealed that the extent to which TETFund facilitates staff research, publications and conference attendance for staff development in public universities in Cross River state of Nigeria, is low. The study recommended among others that selection of staff for training should be based on merit, and there should be appropriate and timely release of funds for staff training and development.

Jumare, Ibrahim and Sabonsara (2019) titled “Impact of TETFund interventions on Staff Training and Development of Institutions in North-West, Nigeria” examined the impact of scholarship and conference attendance on staff development in Ahmadu Bello University, Zaria. The findings revealed that TETFund interventions have led to the acquisition of higher degrees and improvement of skills in the tertiary institutions of North-western Nigeria. It was recommended that Federal Government through TETFund should increase the annual allocation on academic content-based interventions such as staff training and conference attendance.

Based on the previous studies reviewed above, it could be noted that majority of them were conducted in southern part of Nigeria. In addition, the previous studies conducted revealed mixed results. TETFund interventions have significant effect on staff development (Nduagu & Saidu, 2021; Adesanwo & Fejoh, 2021). Nevertheless, other studies’ findings showed that TETFund has no significant effect on staff development (Musa, Ahmed, Usman & Ibrahim, 2023; Dada, Micheal & Bello, 2022; Ken and Orji 2019). Mean while, Studies looking at TETFund interventions and their effects on staff development mostly used scholarship, conference attendance and institution-based research intervention lines as independent variables. Intervention areas like National Research Fund, manuscript development, academic

journal publication, post-doctoral fellowship, bench work, etc were rarely assessed to determine their effect on staff development. Thus, the present study intended to assess the impact of TETFund interventional programmes (i.e. scholarship award, conference attendance and manuscript development grant) on staff development in selected universities of North-western Nigeria.

2.2 Theoretical Framework

This study adopted Resource Dependency Theory (RDT). The theory was first propounded by Pfeffer and Salanick's (1978) in the book, *"The external control of organizations: A resource dependence perspective"*. The theory helps to understand the dependence of an organisation on external funding. The theory argues that organizations depend on resources and the resources eventually originate from an organization's environment. The theory also stipulates that the environment contains other organizations and the resources an organization needs are thus often in the hand of other organizations. RDT examines the relationship between organizations and the resources they need to function. Resources can take various forms, including raw materials, workers, and even funding. The main idea behind this theory is that the environment in which organisation exists, matters in understanding its activities as it is the source of resources required for organisations to functions. These resources are the source of power and influence. For example the power of organization A over organization B comes from the control of resources that organization A has. Thus, B is dependent on A to the degree that A has power over B. In other words, the organizations with the resources have power over those that need the resources. Furthermore, since resources are a basis of power, legally independent organizations can therefore depend on each other and; power and resource dependence are directly linked (Hillman, Withers, & Collins, 2009). However, the theory has been criticized for several reasons that include overemphasis on external constraints over internal dynamics. RDT overemphasized on external resources such as funding that one organization needs from other organization to operate.

In spite of the limitations of the theory, it can be applicable because it helps in understanding the dependence of an organisation on external funding. Public tertiary institutions as forms of organizations depend on resources and these resources originate from the organization's (tertiary institutions) environment. Impliedly, public tertiary institutions in Nigeria need huge resources and depend on the government and other sources for resources and these resources in turn are sourced by TETFund from the 2 percent contributions by registered companies in Nigeria. Therefore, TETFund has power over public tertiary institutions. It controls the resources that the tertiary institutions need to train their staff and fund their research projects. This helps the institutions to improve staff development. More importantly, the RDT submits that there are other organizations in the larger environment, and these organizations compete for the same resources. Thus public tertiary institutions i.e. universities, polytechnics, and colleges of education do compete for TETFund resources or funding. The organizations that control resources exert power in the environment

3. Methodology

This study used quantitative approach with survey research design. The population of the study consists of academic staff members in the three selected universities of North-Western Nigeria. Therefore, the total population is 3512. The sample size is 346 determined by the

research advisors (2006) sample size table. In collecting the data, questionnaire designed on Likert 5-point rating scale (i.e. strongly agree, agree, undecided, disagree and strongly disagree) was used. The validity of the instrument was determined by the experts in Research and Statistics. To determine the reliability of the instrument, a pilot study on 30 academic staff in Umaru Musa Yar'adua University Katsina was conducted and analysed using Cronbach's alpha analysis via SPSS statistics. The Cronbach's alpha values stood at 0.84, 0.73 and 0.80 for scholarship and conference attendance respectively. In the analysis of the data, frequency and mean score were used in descriptive statistics that addressed the research questions. While in inferential statistics, multiple regression analysis with the help of SPSS (version 23) was run for testing the hypotheses.

4. Data Presentation and Analysis

This section is about data presentation and analysis that involves descriptive and inferential statistics.

Table 1

Summary of Questionnaires Rate of Return

Response Rate of Questionnaire	Frequency	Percentage (%)
Number of questionnaires distributed	346	100%
Returned questionnaires	327	94.5%
Unreturned questionnaires	19	5.5%

Source: Authors' Analysis, 2024

Table 1 above shows the questionnaire rate of return. The study's sample size was 346, and the researcher administered 346 questionnaires. The return rate was 94.5% as 327 respondents successfully filled and returned their questionnaires, while 19 questionnaires, representing 5.5% were not returned. Therefore, 327 questionnaires representing 94.5% of the total number of questionnaires distributed formed the basis of analysis in this study.

Table 2

Result of frequency and mean score on effect of TETFund scholarship

S/N	Statement	SA	A	U	D	SD	N	Mean
1	TETFund staff training has exposed the academic staff to other intellectual traditions within and outside Nigeria.	148	131	27	12	9	327	4.21
2	TETFund staff training intervention has improved staff performance.	126	145	32	7	17	327	4.09
3	The nomination of lecturers for TETFund scholarship in your University is based on merit.	52	126	32	47	27	327	3.39
4	TETFund provides sufficient funds for staff training in your University	48	127	67	61	24	327	3.35
5	Lecturers have easy access to TETFund staff training intervention in your University	27	83	74	88	55	327	2.81

Source: Authors' Analysis, 2024

Results presented in table 2 above are on the effects of TETFund scholarship on staff development within the studied institutions. The item that says TETFund staff training has exposed the academic staff to other intellectual traditions within and outside Nigeria was ranked first with the Mean score (4.21) which is greater than 3. This means that majority of the responded agreed and accepted the statement. TETFund staff training intervention has improved staff performance was ranked second with the mean score (4.09) which is greater than 3. This impliedly means that majority of the respondents agreed that TETFund staff training intervention has improved staff performance. The nomination of lecturers for TETFund scholarship in your University is based on merit was ranked third with the mean score (3.39) which is higher than 3, meaning that majority of the respondents agreed that the nomination of lecturers for TETFund scholarship in their universities is based on merit. TETFund provides sufficient funds for staff training was ranked fourth with mean score (3.35) which is greater than 3, meaning that majority of the respondents agreed with the statement. However, the statement that says Lecturers have easy access to TETFund staff training intervention was ranked fifth with mean score (2.81) which is less than 3, meaning that majority of the respondents disagreed with the statement that Lecturers have easy access to TETFund staff training intervention. This impliedly means that lecturers in the studied Universities do not have easy access to TETFund scholarship.

Table 3

Result of frequency and mean score on effect of TETFund conference attendance

S/ N	Statement	S A	A	U	D	SD	N	Mean
1	TETFund intervention has enabled you to attend local conferences.	53	93	4 6	90	45	32 7	3.06
2	TETFund intervention has supported your international conferences attendance.	29	81	6 3	84	70	32 7	2.74
3	TETFund conference attendance has increased Lecturers' experience and exposure in public presentation.	70	17 7	4 4	19	17	32 7	3.81
4	TETFund provides staff with sufficient funds for conference attendance within and outside Nigeria.	37	10 5	7 7	74	34	32 7	3.11
5	All academic staff in this university easily access TETFund intervention on conference attendance.	20	45	8 1	10 8	73	32 7	2.48

Source: Authors' Analysis, 2024

The effects of TETFund conference attendance sponsorship on staff development are presented in table 3 above. The statement that says TETFund conference attendance has increased Lecturers' experience and exposure in public presentation with mean core (3.81) which is greater than 3 was ranked first. This means that majority of the respondents agreed

that TETFund conference attendance has increased Lecturers' experience and exposure in public presentation. This is because; it gives them opportunity to meet with experts around the world where they learned about modern ways of presentations and new research development. TETFund provides staff with sufficient funds for conference attendance within and outside Nigeria was ranked second with Mean score (3.11) which is greater than 3, meaning majority of the respondents have agreed with the statement. This is true, because the desk officer calculates all the logistics that are involved in conference attendance before giving approval. The challenge faced with the conference attendance outside Nigeria is the exchange rate of dollar, which affects many beneficiaries by causing them to spend their personal resources in order to meet up the conference. The statement that says TETFund intervention has enabled you to attend local conferences was ranked third with Mean score (3.06) which is equal to 3. This means that majority of the respondents could not decide on the statement that says TETFund intervention has enabled you to attend local conferences. This is because the respondents during the data collection might have applied for conference sponsorship but not responded or they were yet to apply. TETFund intervention has supported your international conferences attendance was ranked fourth with mean score (2.74) which less than 3. This means that majority of the respondents disagreed with the statement that says TETFund intervention has supported your international conferences attendance. This further indicates that majority of the respondents have never benefited from TETFund international conference sponsorship. This might have resulted from unfair treatment of all academic staffs when it comes to international conference selection process and approval of funding which de-motivates academic staffs to apply for foreign conference sponsorship.

However, the statement that says all academic staff in this university easily access TETFund intervention on conference was ranked fifth with mean score (2.48) which is less than 3, indicating that majority of the respondents disagreed with the statement. This means that lecturers face some difficulties in accessing TETFund intervention on conference attendance.

Table 4

Frequency and mean score on effect of TETFund manuscript development grants

S/N	Statement	SA	A	U	D	SD	N	Mean
1	You are aware of the TETFund intervention on manuscript development.	55	152	50	53	17	327	3.54
2	You have benefited from TETFund intervention on manuscript development.	19	35	57	133	83	327	2.31
3	TETFund intervention has supported scholars to convert their manuscripts into books in this institution.	44	134	96	40	13	327	3.48
4	TETFund intervention on manuscript development is easily accessed in your institution.	19	80	116	72	40	327	2.89
5	TETFund provides adequate grants for converting academic manuscripts into books in your institution.	26	101	117	61	22	327	3.15

Source: Authors' Analysis, 2024

Results on the effect of TETFund manuscript development grants are presented in Table 4 above. The findings revealed that the statement that says you are aware of the TETFund intervention on manuscript development was ranked first with mean score of (3.5) which is greater than 3. This means that majority of the respondents have agreed with the statement. The statement that says TETFund intervention has supported scholars to convert their manuscripts into books in this institution was ranked second with the mean score of (3.4) which is greater than 3. This means that majority of the respondents have agreed that TETFund intervention has supported scholars to convert their manuscripts into books in this institution. The statement that says TETFund provides adequate grants for converting academic manuscripts in to books in this institution was ranked third with the mean score of (3.1) which is greater than 3. This further indicates that majority of the respondents have agreed that TETFund provides adequate grants for converting academic manuscripts in to books. The statement that says TETFund intervention on manuscript development is easily accessed in this institution was ranked fourth with the mean score of (2.8) which less than 3. This means that majority of the respondents disagreed with statement that TETFund intervention on manuscript development is easily accessed in this institution. Similarly, the statement that says you have benefited from TETFund intervention on manuscript development was ranked fifth with the mean score of (2.3) which is less than 3. This means that majority of the respondents disagreed with the statement that you have benefited from TETFund intervention on manuscript development. The respondents rejected these two statements that say; TETFund intervention on manuscript development is easily accessed in the institutions and the respondents have benefited from TETFund intervention on manuscript development.

Table 5

Summary of regression outputs

R² = 0.314		F = 49.386		
	TETFund Interventions	B	T	Sig.
Staff Development	TETFund Scholarship	0.251	5.388	0.000
	TETFund Conference	0.207	4.748	0.000
	TETFund Manuscript	0.134	2.656	0.008

Source: Field work, 2024

Table 5 above indicates the summary of the multiple regression analysis. The empirical findings show that R², the multiple coefficient of determination stood at 0.314 indicating about 31.4% of total variation in staff development in the universities studied is explained by variations in the independent variables (TETFund scholarship, TETFund conference attendance and manuscript development) captured in the study. Thus, the remaining 68.6% of the variation in the dependent variable can be explained by other variables not included in this study.

4.1 Test of hypothesis

H₀₁: There is no significant relationship between TETFund scholarship and staff development in the selected Universities of North-western Nigeria from 2012 to 2022. The coefficient of “TETFund Scholarship” stood at 0.251, which is positive. This implies that an increase in TETFund Scholarship would lead to an increase in Staff Development in BUK, FUDMA and KASU of Northwestern Nigeria. However, the significance of this can be judged from the t-statistics and its significance. The t- statistics of “TETFund Scholarship” stood at 5.388 with a p-value of 0.000, which is less than 0.05, indicating that the relationship depicted in the model is significant.

H₀₂: There is no significant relationship between TETFund conference attendance sponsorship and staff development in the selected Universities from 2012 to 2022. The coefficient of “TETFund sponsorship for conference attendance” stood at 0.207, which is positive. This implies that an increase in TETFund sponsorship for conference attendance would also lead to an increase in Staff Development in BUK, FUDMA and KASU of North-western Nigeria. However, the significance of this can be judged from the t- statistics and its significance. The t- statistics of “TETFund conference attendance sponsorship” stood at 4.748 with a p-value of 0.000, which is less than 0.05, indicating that the relationship depicted in the model is significant..

H₀₃: There is no significant relationship between TETFund manuscripts development grants and staff development in the selected universities from 2012 to 2022. The coefficient of “TETFund manuscripts development grants” stood at 0.134, which is positive. This implies that an increase in TETFund manuscripts development grants would also lead to an increase in Staff Development in BUK, FUDMA and KASU of North-western Nigeria. However, the significance of this can be judged from the t- statistics and its significance. The t- statistics of “TETFund manuscripts development grants” stood at 2.656 with a p-value of 0.008, which is less than 0.05, indicating that the relationship depicted in the model is significant.

4.2 Discussion of Major Findings

In regression outputs, R^2 , the multiple coefficient of determination stood at 0.314 indicating about 31.4% of total variation in staff development in the universities studied is explained by variations in the independent variables (TETFund scholarship, conference attendance and manuscripts development grants) captured in the study. As noted by Ozili (2023) R-squared that is between 0.10 and 0.50 i.e. 10% and 50% is acceptable in social science research provided that some or most of the independent variables are significant statistically. Therefore, the R-squared in this study is 35.9%, which is acceptable in social science research.

On hypothesis I, the findings of the study revealed that there is significant relationship between TETFund scholarship and academic staff development (t-statistics = 5.388 and p-value = 0.000). The p-value is less than 0.05, indicating that the study does not have statistical evidence to accept the null hypothesis. However, lecturers do not find it easy to access TETFund staff training intervention. This is because of certain conditions involved such as; delay in releasing the funds for scholarship and time when the intended scholar is supposed to provide admission latter, the selection process based on the faculty of affiliation, area of specialization, and institutional tuition fees. All these were factors affecting lecturers’

access to TETFund staff training intervention. Despite the challenges, TETFund scholarship improves staff development. This means that if TETFund can increase the funds for scholarship, many more staff will benefit and this will improve staff development in public tertiary institutions and vice versa. The findings of this study relate with findings of some previous researchers (Ezekwe & Kelechi, 2023; Nduagu & Saidu, 2021; Yusuf, Akwe & Ahmadu, 2021; Olufemi, 2022). However, Dada, Micheal and Bello, (2022) expressed contrary views to the findings of this study.

On hypothesis II, the results of this study revealed that there is significant relationship between TETFund conference attendance sponsorship and staff development (t-statistics = 4.748 and p-value = 0.000). The p-value is less than 0.05, indicating that the study has no enough statistical evidence to accept the null hypothesis. Therefore, it was rejected. This impliedly means that an increase in TETFund conference attendance sponsorship will enhance staff development. The findings of this study relate with the results of the previous studies conducted (Agba et al, 2023; Musa, Ahmed, Usman & Ibrahim, 2023; Nduagu & Saidu, 2021; Adesanwo & Fejoh, 2021). However, some previous studies revealed contrary views to these findings (Musa, Ahmed, Usman & Ibrahim, 2023; Dada, Micheal & Bello, 2022) which means there is significant relationship between TETFund conference attendance sponsorship and staff development

On hypothesis III, the findings revealed that there is significant relationship between TETFund manuscripts development grants and staff development in the selected universities (t-statistics = 2.656 and p-value = 0.008). The p-value is less than 0.05, indicating that the study has no enough statistical evidence to accept the null hypothesis. Therefore, it was rejected. This means that TETFund manuscripts development grants promote staff development in the selected universities. Thus, an increase in the grants will lead to an improvement in staff development.

However, this study attempted to investigate the impact of TETFund interventional programmes on academic staff development in selected universities of North-western Nigeria. Thus, study was limited to the universities in North-western Nigeria; therefore its result it may not be generalised for all the public universities in other geopolitical zones (North-east, North-central, South-west, South-east and South-south) of Nigeria. If similar research is conducted in some universities in other geopolitical zone in Nigeria, the result of the study may not be the same. Moreover, there are different public tertiary institutions (Universities, Polytechnics and Colleges of Education) that have beneficiaries of TETFund interventions. However, the present study was limited to lecturers in the universities, which means conducting similar research in polytechnics or colleges of education may reveal different result. The present study used quantitative approach. This means that conducting similar research with different research approach i.e. qualitative approach or mixed method approach may produce different result. Moreover, the current study was limited to only scholarship for masters and doctoral degrees, conference attendance sponsorship for local and international conferences and manuscript development. Even in the academic staff training and development intervention, the study is limited to scholarship for master's and PhD programmes at home and abroad, excluding the benchmark and post-doctoral fellowship. Thus, if similar study is conducted using academic journal publication sponsorship, research grants, teaching practice intervention, benchmark and post-doctoral fellowship, the result of the study would likely differ from the present study's findings.

5. Conclusion and Recommendations

The study concludes that TETFund interventions have positive and significant effect on staff development and the interventions investigated. However, staff in the studied universities found it difficult to access the interventions. Therefore, the study made the following recommendations for the government, TETFund agency and university management;

- i. There is need for TETFund to sustain its programmes and reduce the bureaucratic bottlenecks in accessing the funds for staff development.
- ii. The Federal government should increase the education tax from 2% to 3% to provide more funds staff training and development in public universities.
- iii. University management is also needed to strengthen and provide enough funds for local staff training & development fund so as to complement the effort of TETFund towards improving staff development in Nigerian public tertiary institutions. This will enable more staff to acquire higher degrees.
- iv. There is need for TETFund to increase the annual allocation for sponsorship of conference attendance and make it easily accessible to staff in Nigerian public universities. Likewise, the management of universities shall also come up with an arrangement that will enable one or two staff from each department or faculty depending on the availability of the funds, to be sponsored every year. Conference papers should also focus on providing solutions to existing societal problems in Nigeria.
- v. The management of the universities shall frequently organize grantsmanship seminar to train and retrain academic staff on how to develop their academic manuscripts into books and on how to access grants for manuscript development.

References

- Adesanwo, E. & Fejoh, J. (2021). Impact of TETFund interventions on industrial peace in Olabisi Onabanjo University, Ogun State, Nigeria. *Journal of Varna University of Economics*, 65(1), 120-135. <https://www.researchgate.net>
- Agba, M.S et al. (2023). University governance: TETFund and human capital development in Nigerian public universities. *Corporate of Business Strategy Review*, 4(4), 295-309
- Akpalu, V. L. & Markom, M. N. B. (2022). The Impact of training and development on the performance of academic staff in technical Universities in Ghana (A Conceptual Paper). *International Journal of Academic Research in Business and Social Sciences*, 12(1), 1793-1806.
- Amin, A., Abdulkareem, B.T, Olayinka,O.A & Olatunji, A. W (2020). Assessment of Tertiary Education Trust Fund Intervention (Tetfund) In Kwara State Polytechnic Ilorin, Nigeria . *International Journal of Educational Research and Management Technology*, 5(2), 28-41. <https://www.casirmediapublishing.com>

- Bogoro, E.S. (2019, May, 17). TETFund and the development of tertiary education in Nigeria: [Paper Presentation]. Strategies, performance and challenges *At the Institute for Security Studies Bwari, F.C.T Abuja, Nigeria.*
- Bogoro, E.S. (2021, December, 16). Lecture delivered at 10th anniversary celebration of TETFund held at Transcorp Hilton Abuja. <http://www.tetfund.gov.ng>
- Christianah, A. A. & Olufunmilola, O. E. (2023). Assessment of the tertiary education trust fund (TETFund) interventions and academic staff job performance in public Universities in south-western Nigeria. *American Journal of Education and Practice*, 7(2), 90-103.
- Dada, R. M, Michael. A. A, & Bello, G. O. (2022). Tertiary education trust fund (TETFund), physical infrastructure and staff productivity: Empirical evidence from Lagos State University, Ojo. *Journal of Association for Educational Administration and Planning*, 1(2), 77-89. <http://www.researchgate.net>.
- Effiom, V. N, Anthony, U. J, Edwin, E. J & Sylvanus, U. U. (2020). Assessment of Tertiary Education Trust Fund (TETF) intervention programmes on staff research and conference attendance for staff development in public Universities of Cross River State, Nigeria. *Journal of the Social Sciences*, 2(3), 456-470. <http://www.apcjss.com>.
- Eneasator, G. O, Ken, A. A, & Orji, F. O. (2019). The Effect of manpower development efforts of the TETFund on productivity and performance of academic staff members of college of educations in Nigeria. *American Journal of Creative Education*, 2(3), 149-160. <http://www.researchgate.net>
- Ezekwe, E.A and Kelechi, J.M, (2023). Tertiary Education Trust Fund Intervention in Academic Staff Training in Nigerian Universities. *Journal of Public Administration, Finance and Law*, 11(27), 131-140. <https://doi.org/10.47743/jopafl-2023-27-11>
- Francis, A. (2006). A Policy Analysis of the Financing of Tertiary Education Institutions in Ghana: An Assessment of the Objectives and the Impact of the Ghana Education Trust Fund. [Doctoral dissertation, Ohio University], USA.
- Gbenga, O. E & Oladotun, O. (2023). TETFund intervention programmes and academic staff development of selected polytechnics in South-West, Nigeria. *International Journal of Research and Innovation in Social Science*, 2(2), 948-956. <https://dx.doi.org/10.47772/I.JRISS.2023.7012073>
- Imam, K. I. (2021, September, 2). Fund's Taxpayers' Forum, 3rd edition. Held at the Lagos continental hotel, Lagos state. *News Panorama*. <http://www.tetfund.gov.ng>
- Isah, A. (2024). Effect of tertiary education trust fund intervention policy on academic staff development of polytechnics in Jigawa state, Nigeria. *International Journal of Innovative Social Sciences and Humanities Research*, 12(2), 46-54
- Isiaka, A., Nasiru, O. K, & Olushola, I. A. (2020). Tertiary education trust fund intervention on academic staff capacity building in Lagos State University (LASU), Nigeria. *Journal of Education and Learning*, 14(2), 155-161. <http://www.researchgate.net>

- McLeod, S. (2019). *Likert scale*. Simply psychology. Retrieved November 26, 2023 from <https://www.simplypsychology.org/likert-scale.html>
- Monday, O. M & Debora, G. M. (2021). Higher education in Nigeria: Challenges and Suggestions. *Middle European Scientific Bulletin*, 16(1), 55-61. <http://www.core.ac.uk>
- Musa, B.M, Ahmed, I. Usman, F. and Ibrahim, S.S (2023). Tertiary Education Trust Fund Sponsored Conferences and Staff Motivation in Gombe State University of Nigeria. *African Journal of Management and Business Research*, 10(1), 78-93.
- Nassari, A. (2013). Effects of training on employee performance: Evidence from Uganda. *Business Economic Tourism*. pp.1-57. <http://www.thesis.fi/bitstream>
- Nduagu.N.J, & Saidu.Y.A. (2021). Influence of TETFund interventions on staff and infrastructural development for improving quality tertiary education in Abia State-Nigeria. *International Journal of Management Studies and Social Science Research*, 3(6), 1-10. <https://www.ijmsssr.org>
- Olufemi, P. O & Ayooluwa, A. O. (2021) TETFund Intervention Policy and Staff Development in the Selected Federal Universities of South-Western Nigeria. *International Journal of Educational Research and Development*, 9(1), 103-126
- Osaigbovo, J. A. & Ikediashi, J. A. (2022). Challenges confronting the implementation of tertiary education trust fund (TETFund) in Nigerian educational system: The way forward. *African Education Indices*, 12(1), 1-11
- Ozili, P.K. (2023). The acceptable R-square in empirical modelling for social science research. <https://www.researchgate.net>
- Ozochuku, O.C, Orogbu O.L & Republic .I. (2016). TET fund International Programmes and Academic Staff Development of Selected Universities in South East Nigeria. *Journal of Economics and Public Finance*, 2(1). 171-193.
- Peterson, K. (2008). *Financial Aid Glossary fastweb*. Retrieved April 22, 2022 from <https://en.m.wikipedia.org/wiki/scholarship>
- Teng, A. (2014). “Many slam A*star scientist’s protest against her scholarship bond”. ST. <https://en.m.wikipedia.org/wiki/scholarship>
- Tertiary Education Trust Fund (2018). History of TETFund. Retrieved November 10, 2022 from <http://www.tetfund.gov.ng>.
- TETFund (2018). General guidelines for accessing TETFund intervention funds. *TETFund Monthly Digest*, 1(2), 10-12.
- TETFund, (2023). New guidelines for accessing TETFund interventions. <http://www.tetfund.gov.ng>.
- Wanjohi, A.M., & Syokau, P. (2021). How to conduct Likert scale analysis. <https://www.kenpro.org>

- Winston & Creamer, (2017). A handbook for staffing Practices in Student Affairs. <http://www.staffingpra>.
- Wolanin, T. R. (2023). Financing higher education in the United State of America. An overview. <http://www.ejournals.bc.edu>
- Yusuf, A., Musa, O.A & Ahmadu, A.S (2021) Impact of TETFund interventions on Human Capital Development in the Federal Polytechnics in the North-western Nigeria. *International Journal of Multidisciplinary Research. Peer Reviewed journal*, 7(7), 672-680. <https://doi.org/10.36713/epra7942>
- Yusuf, A.O, and Idris, S, (2021) Effect of Academic Staff Development on Service Delivery in Kaduna State University. *FUGUS Journal of Public Administration and Management*, 1(1), 1-10.