

# **African Journal of Development Studies (AJDS)**

Published consistently since 2012

ISSN 2634-3630 E-ISSN 2634-3649

Indexed by IBSS, EBSCO, ERIH PLUS, COPERNICUS, ProQuest,  
SABINET and J-Gate.

Volume 14, Number 2, June 2024  
pp 229-241

## **Impact of Tertiary Education Trust Fund Intervention in Academic Staff Training and Development within the South East Public Universities**

Doi: <https://doi.org/10.31920/2634-3649/2024/v14n2a12>

**Emmanuel A. Ezekwe**

*Department of Public Administration  
Ebonyi State University, Abakaliki-Nigeria  
emmadosky@yahoo.com*

&

**Kelechi Johnmary Ani**

*Afrocentric Governance of Public Affairs  
North West University South Africa  
Kani4christ@gmail.com*

---

### **Abstract**

The study investigated the impact of Tertiary Education Trust Fund (TETFund) intervention in academic staff training and development in South East Public Universities. It adopted Ex-post facto research design. The study used annual time series data obtained from secondary sources. Data for the study was obtained from the Education Support Service, TETFund Abuja. The data analysis was done using R<sup>2</sup> software with the aid of models which were estimated by the ordinary least square method. The statistical result of the study indicated that there is significant impact of Tertiary Education Trust Fund TETFund intervention in academic staff training and development towards effective teaching in South East Public Universities at (P<0.01). Secondly, the study

revealed that Tertiary Education Trust Fund TETFund intervention in human capacity building has positive impact on the competence of academic staff of the beneficiary's universities. The implication of the finding indicated that when staffs are not exposed to the staff training and development, it will affect performance and that may jeopardize professional skills, innovation and knowledge in the universities. The study concludes that academic staffs are likely to acquire more knowledge and skills and the capacity to face teaching and research competitively through TETFund training. The study recommends that TETFund and Universities in South Eastern Nigeria should provide adequate state of the art facilities that will propel creativity and innovation in modern teaching and research skills for learners.

**Keywords:** *TETFund, education, training, Universities, South East Nigeria*

## **1. Background to the Study**

The Tertiary Education Trust Fund (TETFUND) was established by an Act of the National Assembly in June 2011. The Act replaced the Education Tax Fund Act Cap, which was encapsulated in E4 Laws of the Federation of Nigeria 2004 and Education Tax Fund (Amendment) Act No 17, 2003. The TETFund was set up to administer and disburse education tax collections to public tertiary educational institutions in Nigeria, defined under the Act as universities, polytechnics and colleges of education (TETFUND, 2017). It is established as an intervention agency set up to provide auxiliary support to public tertiary institutions. The mandate of the Fund as encapsulated in section 6 of the TETFund Act include: "to provide funding for the provision and maintenance of the following: (a) Essential physical infrastructure for teaching and learning; (b) Instructional materials and equipment; (c) Research and publications; (d) Academic Staff training and development; and (e) Any other need which, in the opinion of the Board of Trustees, is critical and essential for the improvement of quality and maintenance of standards in the higher educational institutions" (TETFUND, 2017). TETFund derives its funding from 2% education tax paid from the assessable profit of companies registered in Nigeria. The Federal Inland Revenue Service (FIRS) assesses and collects the tax on behalf of the Agency. The enabling Act establishing the Fund prescribes the distribution of the funds in the ratio 2:1:1 respectively to Universities, Polytechnics and Colleges of Education (COEs), (TETFund, 2017).

It is worthy to note that Nigerian Universities are faced with inadequate funding which has adverse effects on research and teaching, based on the quality of research outputs from the country, which has been adjudged to be of low standard, when matched to their counterparts in other parts of the world (Ekundayo & Ajayi, 2009). The United Nations Educational, Scientific and Cultural Organization (UNESCO) declared that for effective funding of education, 26% of the Gross Domestic Product (GDP) of each country in the world must be allocated to education. The case of Nigeria over the years portends a non-compliance with this standard. This tends to be responsible for series of industrial actions embarked upon by the Academic Staff Union of Universities (ASUU) (Ani & Ojokorotu, 2018). There is strong decay in human and material resources in Nigerian universities due to poor funding (Eze 2014). TETFund embarked on human capacity building for academic staff in Nigerian universities to impact positively on their capacities and improve on the asset of the system. Poor funding, lack of infrastructure, poor capacity building and inadequate researches are capital intensive. As a result, the Universities could not provide adequately, the needed funds based on their budgets and subventions that are often limited. TETFund intervention on human capacity building has improved the performance of academic staff especially in South East, Nigeria. It is evidenced that effective teaching provides students with skillful ways to explore ideas, acquire new knowledge, synthesize information and solve problems (Akinaso, 2012; Onwuchekwa, 2012; Hossein, Fatollah & Tohid, 2014).

Academic staff strength stands at 27,934 which is translated to students/academic staff ratio of 40:1 globally (Bamiro, 2012). The above figures show that there is poor staffing in the universities, particularly the state universities. The academic staff has continued to decline, due to the fact that the new universities have been poaching staff mainly from the 1<sup>st</sup> and 2<sup>nd</sup> generation universities; while the rate of production of doctor of philosophy (PhD) graduates with interest in academic profession has been rather low (Bamiro, 2012). Thus, TETFund allocates fund for academic staff training and development for Nigerian Universities both locally and internationally in order to encourage effective teaching and competency in the country. A total of 814, junior academics have benefited from its intervention in postgraduate programmes distributed as follows: PhD Abroad – 307; PhD Local – 351; Master's Degree Abroad – 127; and Master's Degree Local – 29 and conference sponsorship which stand at 2,946 in Nigeria (TETFund, 2018). Available records from TETFund (2018) revealed that training and development cost ₦11,430,000,000.00 for the Universities in the South East Geo-Political Zone, Nigeria. The

intervention effort was targeted at greater performance of academic staff in Public Universities in South East, Nigerian, to meet global standard. Training sponsored by the (TETFund) within and outside Nigeria from 2008 to date is faced with inadequate utilization of fund allocated as result of information gaps and institutional shortcoming.

Consequently, Nigeria ranked 120 out of 142 countries on the Global Innovation Index, which measured countries' innovation capabilities and how they drove economic growth and prosperity. Similarly, Nigeria was placed 140<sup>th</sup> in human capital and research; 14<sup>th</sup> under knowledge and technology and 74<sup>th</sup> under creative output (Aluko, 2012). Research attainment is determined by the number of published articles in ranked journals and conference proceedings of repute (Oloruntoba & Ajayi, 2006). At present, majority of the beneficiary institutions have allocations from the previous years for academic staff unutilized and unaccessed (Baffa, 2017). It is believed that the staff qualifications, research environment, funding, and time available to staff could predict significantly the research output by the university staff.

Competency required from the academic staff of South East Nigerian Universities in a rapidly changing world seems to be inadequate. There is evidence of poor output, webmetric ranking, and exchange of ideas among the peers around the globe is doubtful because of institutional shortcomings (Baffa, 2017). There is contending issue within the Universities in South East that bothers on information gap and not meeting up with the TETFund required guideline. In spite of TETFUND intervention in human capacity on the performance of academic staff in South East Public Universities, opinions have remained divided on the quality of the output of the academic staff who have benefited from the programme. The study is motivated to address the observed problem by TETFUND intervention in Academic Staff Training and Development on Academic Staff Performance in South East Public Universities, as result of poor funding and institutional shortcomings.

## **1.2 Statement of the Problem**

Human capacity building of academic staff of Public Universities is one of the ways employed by the government, through TETFund to expose the staff of its institutions to long or short term trainings with a view to improving their professional skills and enhancing their performance ability in their work places. In Nigeria, these trainings which are handled by the Tertiary Education Trust Fund (TETFund) come in the form of

sponsorship to local or foreign academic studies for various postgraduate programmes.

Whereas TETFund has been on this business since coming into existence in 2008, it is however, popularly believed that the quality of academic staff, their poor performance, content delivery, teaching, research output and institutional shortcomings (Onwuchekwa, 2016; Chukwuma & Japo, 2015; Eze, 2014) are glaring indications that all is not well with the nation's Public Universities system. The failure of the nation's educational system to deliver on its set objectives, which greater blames are on the poor status of its teaching staff, attributable to *decay of instructional materials and equipment, paucity of research and publications, inadequate qualified academic staff in the Universities which pose negative impact on performance*. It appears that the poor state of art facilities for teaching, research and learning in the Public Universities in South East Geo-Political Zone, Nigeria is attributable to inadequate attention to motivation and overloaded teaching and administration schedules which leave little time for research. Academic staff without adequate knowledge and skills required through training may jeopardize performance in the system. There is observable inadequate intervention utilization which is associated with information gaps and institutional shortcoming which has negative impact on academic staff research collaboration skills and innovation.

### **1.3 Objectives of the study**

The broad objective of the study is to determine the impact of TETFund intervention in academic staff training and development on academic staff performance in South East Public Universities: The specific objectives therefore include:

- 1) To determine the extent to which TETFund intervention in academic staff training and development has impacted on effective teaching in South East Public Universities;
- 2) To examine the extent to which variation of the cost of TETFund intervention in academic staff training and development has impacted on competence in South East Public Universities; and
- 3) To establish the extent to which TETFund intervention balance from academic staff training and development impacted on the beneficiaries in South East Public Universities.

## Methodology

### 3.1 Research Design

The study adopted *ex post facto* research design. The study used annual time series data obtained from secondary sources. The choice of secondary data therefore eliminates the risk of delay or non-response from the universities which is the usual phenomenon with interviews and surveys. Given the type of data involved, the study specified and estimated a regression model using ordinary least squares (OLS) method.

### 3.2 Studied Universities

The study covered University of Nigeria Nsukka (UNN), Nnamdi Azikiwe University (NAU), Ebonyi State University, Abakaliki (EBSU) and Enugu State University of Science & Technology (ESUT). Abia State University (ABSU), Alex Ekwueme Federal University Ndufu Alike Ikwo (AEFUNAI), Federal University of Technology (FUTO), Imo State University (IMSU) and Michael Okpara University of Agriculture Umudike (MOUA), 2008-2018 as at when the audited report is made available.

### 3.3 Sources of Data

All data were sourced from Education Service Unit of TETFund and data collected were subjected to descriptive statistics analysis. The Generalized Linear Models (GLM) analysis was performed to understand the impact, variation of both training funding across universities in South East Nigeria from 2008 to 2018. Moreover, relationships among variables were investigated using the Spearman correlation matrix. To understand the impact of training on academic staff effectiveness and competencies, we performed multiple regressions using the number of academic staff, cumulative payment and balance.

### 3.4 Model Specification

$$1) \quad Y_i = \beta_0 + \beta_1 CP + \beta_2 BA + \varepsilon \quad \dots\dots\dots (1)$$

Where  $Y_i$  = Number of Academic staff,  $\beta_0$  = regression slope,  $CP$  = Cumulative payment for training,  $BA$  = Balance.

Afterwards, the paired t-test was performed to check whether the number of beneficiaries from the training was statistically different from the total number of staff across all universities.

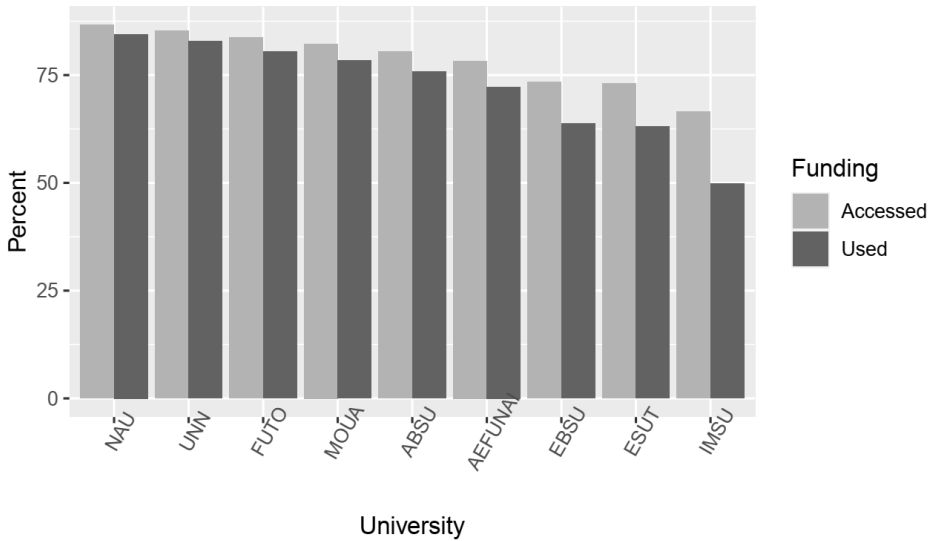
**3.5 Method of Data Analysis**

The regression models of the study expressed using the R software version 3.6 .3 (R Core Team, 2019). This software was employed to test hypotheses formulated in this study. The R software was used because of its wide variety of statistical and graphical techniques.

**Table 1.1: Variation of training funding on academic staff across universities from 2008-2018.**

| University | Allocation<br>(₦) | Cumulative Payment<br>(₦) | Balance<br>(₦) | No of academic staff |
|------------|-------------------|---------------------------|----------------|----------------------|
| ABSU       | 1180000000        | 949917738.94              | 230082261.06   | 707e                 |
| AEFUNAI    | 810000000         | 634207006.15              | 175792993.85   | 539f                 |
| EBSU       | 1180000000        | 865921384.24              | 314078615.76   | 891d                 |
| ESUT       | 1180000000        | 862086257.50              | 317913742.50   | 970d                 |
| FUTO       | 1180000000        | 987429309.65              | 192570690.35   | 1877b                |
| IMSU       | 1180000000        | 785739507.10              | 394260492.90   | 738e                 |
| MOUA       | 1180000000        | 970830975.78              | 209169024.22   | 997d                 |
| NAU        | 1180000000        | 1021673093.20             | 158326906.80   | 2064a                |
| UNN        | 1180000000        | 1006928619.45             | 173071380.55   | 1260c                |
| Minimum    | 810000000         | 634207006.15              | 158326906.80   | 539                  |
| Maximum    | 1180000000        | 1021673093.20             | 394260492.90   | 1877                 |
| Mean       | 1138889000        | 898303765.78              | 240585123.11   | 1115.89              |
| CV (%)     | 10.83             | 14.06                     | 34.12          | 47.29                |
| z-value    | 1.17ns            | 1.78ns                    | -0.54ns        | 25.97***             |
| LSD        | 1064973841.00     | 992359299                 | 758465900      | 114.41               |

Table 1.1 presents results of the generalized linear model analysis on staff training. Statistically, the results revealed that there is no significant difference among universities regarding funding allocation, cumulative payments, and balance. However, the number of academic staff is significantly different across universities.



**Figure 1.1: Percentage of training funding accessed and used by South East Universities**

The proportion of funding accessed for staff training by universities varies between 66.59% and 86.58%. The highest value was obtained by the NAU while the lowest value was obtained with IMSU (Figure 1). Moreover, the proportion of funding used for staff training varies from 49.82% to 84.50% of the total funding accessed. NAU and UNN revealed the highest proportion of funding utilization while the lowest value was recorded at IMSU. Furthermore, the average cost per academic staff varies from 4906534.69 (₦) to 11268341.10 (₦) (Table 1.2).

**Table 1.2: TETFund Intervention in Academic Staff Training and Development in South East Public Universities from 2008 - 2018**

| University | Payment used (₦) | Total number of beneficiaries | Average cost per beneficiary (₦) |
|------------|------------------|-------------------------------|----------------------------------|
| ABSU       | 719835477.88     | 74                            | 9727506.46                       |
| AEFUNAI    | 458414012.30     | 82                            | 5590414.78                       |
| EBSU       | 551842768.48     | 86                            | 6416776.38                       |
| ESUT       | 544172515.00     | 90                            | 6046361.28                       |
| FUTO       | 794858619.30     | 162                           | 4906534.69                       |
| IMSU       | 391479014.20     | 78                            | 5018961.72                       |
| MOUA       | 761661951.56     | 97                            | 7852185.07                       |
| NAU        | 863346186.40     | 89                            | 9700518.95                       |
| UNN        | 833857238.90     | 74                            | 11268341.10                      |



## **Discussion of findings**

Table 1.1 presents results of the generalized linear model analysis on staff training. Statistically, the results revealed that there is no significant difference among universities regarding funding allocation, cumulative payments, and balance. However, the number of academic staff is significantly different across universities. Furthermore, it is equally revealed that The Spearman correlation analysis revealed that the number of academic staff is high correlated with academic training. The multiple regression analysis showed the cumulative payment and available balance for staffs training have high impact on effective teaching across South East Universities in Geo-Political Zone.

The overall finding of the study shows that there is impact of Tertiary Education Trust Fund (TETFund) intervention in academic staff training and development on effective teaching in South East Public Universities. Similarly, the result of the test of the hypotheses revealed that variation of the cost of TETFund intervention and balance from academic staff training and development has impact on competence in South East Public Universities.

Given that the coefficient of TETFund intervention in academic staff training and development on effective teaching is at 0.61 (with a p-value of 0.001) which is significant, the study established that there is positive impact of TETFund intervention in Academic Staff training and development on effective teaching in South East Public Universities. Specifically, this study found that accessing the fund from TETFund has a stronger positive impact on staff training and development in the Institutions in South East Nigeria with the percentage level from different Universities having increased staff strength irrespective of the balance unutilized. The present finding is in line with the Zabbey & Leyira (2019) that depicted positive and significant relationship between staff training and development which forms the theoretical backbone of the present study.

Kulkarni, (2013) corroborated the above findings suggesting that the Indian, Pakistani and Bangladesh's job training has significant effect on organizational performance. In line with the present study, Chukwuma & Japo (2015) corroborated the findings of the study stating that Academic Staff Development and output in State Universities in South-South Nigeria shows a significant relationship that exists between staff development and the performance of academic staff in terms of research, teaching and community service. Notably, variation of the cost of TETFund intervention and balance from academic staff training and development

has a negative impact on competence in South East Public Universities because of the limited beneficiaries. Similarly, Samuel (2013) revealed that funding as an external factor is a necessary condition for achieving qualitative university education in developing economies. The findings of the present study aligned with Samuel, (2013) that funding variation observed from the TETFund intervention and balance from academic staff training and development has negative impact on competence in South East Public Universities as a result of institutional gaps or bureaucratic tendencies. Godwin (2017) is in total support of the position of these present findings whereby the researcher emphatically asserted that variation of the cost of TETFund intervention and balance from academic staff training and development have been playing bottleneck role rather than supportive in the funding of academic staff programmes.

Fatima & Yusuf, (2017) study supported the present findings that participation in academic staff training and development has enhanced academic staff ability to develop students' critical thinking, knowledge of new research developments in their areas of specializations. Corroborating, Happiness & Michael (2014) strongly affirmed that there is positive relationship between training/development and organizational effectiveness which is the objective of the present study.

Mohammed, Zainab Mu'awiyya (2018) established that there is a positive and significant effect of training and development on employee's productivity. Hassaina, Igunnu, & Emmanuel (2015) in their study equally indicated that higher education programmes have several positive effects on the job performance of lecturers in the Federal Polytechnics which is not different from the findings of the present study conducted in South East Public Universities. It is inferred that Worlu (2017) corroborated the findings of the present research that training & development and employee performance positively influence on the job satisfaction, and that there is a significant relationship between training and development, employee performance, and job satisfaction.

## **Conclusion and Recommendations**

This study has presented the place of TETFund in staff training and development within the South East Public Universities. It used secondary data to show clearly that TETFund has made sustainable contribution towards the development of public universities within the Southeastern region. Based on the findings of this study, the researchers conclude that TETFund human capacity building of academic staff has contributed significantly in teaching, learning and research performance in Public

Universities, South East Geo-Political Zone. It is ideal that professional development and competency is the gain of the beneficiaries in public universities in South East, Nigeria when it is adequately carried out. It is believed that academic staff that acquire adequate knowledge and skills are more steadfast to face daily tasks effectively. This is as a result of the increasing need and demand for specialized services in different fields within the academic institutions. The recommendations are as follows:

- 1) TETFund intervention in academic staff training and development should be encouraged to continue and increase the intervention to enable more academics utilize the available opportunities.
- 2) TETFund intervention should be proactive in supervision of the benefitting institutions to remove unnecessary hitches observed, in order to attain the objectives of the training and improve the competency of the academics.
- 3) TETFund and Universities are encouraged to provide adequate state of art facilities that will propel creativity and innovation in modern teaching and research skills of the beneficiaries.

## References

- Akinnaso, N. (2012). University education in Nigeria. Problems and solutions. Retrieved on 25<sup>th</sup> February, 2018. [www.punching.com](http://www.punching.com).
- Aluko, A.Y. (2012). Human capital development: Nigeria's greatest challenge. In: *Journal of Management Policy and Practice*, 13(1) 234-254.
- Ani K. J. & Ojakorotu V. (2018), Organisational Conflict and Strike in Africa: A Focus on Academic Staff Union of Universities, *Journal of Gender, Information and Development in Africa*, 7 (2): 203-220
- Baffa, A. B. (2017) Text of Press Conference Addressed by Executive Secretary Tertiary Education Trust Fund at the end of the Meeting of TETFund Management with Heads of Beneficiary Institutions on Monday February 20, 2017 at the Fund's Board Room. 1-11
- Bamiro, O.A. (2012). Sustainable financing of higher education in Nigeria: Funding models Nigeria. *Evaluation Research*, 1(5), 63-71.
- Chukwuma, N. O. & Japo, O. A. (2015). Academic Staff Development and Output in State Universities in South-South Nigeria. In: *East African School of Higher Education Studies & Development*, Makerere Journal of Higher Education, 7 (2) (2015) 49 – 59
- Ekundayo, H. T. & Ajayi, I. A. (2009). Towards effective management of university education in

- Eze, B.I. (2014). Staff Training and Development: a Sine Qua Non to Effective Service Delivery in Nigeria Tertiary Institutions. In: *Educational Alternatives. Journal of International Scientific Publications*, 1(12), 568-574
- Fatima, K. U. & Yusuf, H. O., (2017). carried out a study on Influence of Academic Staff Development Programmes on Students' laboratory Skills Acquisition in Nigerian Polytechnics. In: *Journal of Educational Realities-(JERA)*. A Publication of the Department of Vocational Education, University of Uyo, Nigeria 2(1)111-120.
- Godwin B. A., (2017) An appraisal of the impact of grant-in-aids (Tetfund) and donations in sustaining academic library services in Nigeria: The cross river state experience. *International Journal of Library and Information Science*, 9(8) 78-88.
- Hamisu, A. A.& Musa, W. B. (2015). The impact of tertiary education trust fund (TETFUND) higher institutions in Nigeria: A case study of tertiary institutions in three North Eastern States (Yobe, Bauchi & Gombe). In: *International Academic Journal of Empirical Research*, 1(1),15-36.
- Happiness, O. A. & Michael, C. E., (2014) Impact of Training and Development on Organizational Effectiveness: Evidence from Selected Public Sector Organizations in Nigeria. In: *European Journal of Business and Management* 6 (29) 66-75
- Hossein, V., Fatollah, T., & Tohid, A. H. H. (2014) Investigation of Relationship between Customer Relationship Management Dimensions and Organizational Productivity. In: *Mediterranean Journal of Social Sciences*, 5 (23) 2701-2708.
- Kulkarni PP (2013) A Literature Review on Training & Development and Quality. In: *International Journal of Educational Planning and Administration*, 3(2), 159-172.
- Mohammed, S. A., Zainab, L. G., Mu'awiyya, B. I. (2018) carried out a study on Effect of Training and Development on Employee's Productivity among Academic Staff of Kano State Polytechnic, Nigeria. In: *Asian People Journal (APJ)* 1(2)264-286.
- Oloruntoba A & Ajayi, M. T (2006). Gender and research attainment in Nigerian Agricultural Universities. *JHEA/RESA: Council for the Development of Social Science Research in Africa*, 4(2): 83-98.
- Onwuchekwa, G. U., (2012) Influence of tertiary education trust fund (TETFUND) on educational research in Nigerian Universities. In: *International Journal of Academia*, 2(1) 1-12
- Samuel, A., (2013) Funding Strategies for Qualitative University Education in Developing

- TETFund, (2017) Guideline for assessing TETFund Intervention Funds  
Reviewed in May, 2017.
- Zabbey, N. & Leyira, C. M., (2019) Tertiary Education Trust Fund and  
Development of Higher Institutions in Nigeria. In: *International Journal  
of Innovative Finance and Economics Research* 7(2):10-23.