

# Assessing the Transformative Impact of TETFund Intervention on Academic Staff Training and Development in North-West Nigerian University

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## Abstract

The study examined the effect of Tertiary Education Trust Fund TETFund interventions on the academic staff training and development in North-West Nigerian University. The objectives of the study are to examine TETFund interventions on lecturers training and development of selected Universities in the North-West. The Public Goods Theory by Samuelson (1994) was adopted as the theoretical framework. The study adopted survey research design, primary method of data collection through questionnaires. The data was presented in simple percentage with the aid of SPSS, Simple regression analysis was used to test the Hypothesis with the aid of Statistical Package for Social Science (SPSS). Findings from the study revealed that, there is significant positive effect relationship between TETFund intervention and academic staff training and development of the Universities in the North-West. The statement of the null hypothesis that Tetfund has no significant effect on Academic staff training and development was rejected. The study recommends that, TETFund should increase the level of intervention on academic staff training and development in the North West Universities. Training is a significant factor for the increase of academic performance (you can't give what you don't have) in order to make learning conducive and standard for both teaching staff and the students to achieve their learning objectives.

**Keywords:** *Transformative Impact, TETFund, academic staff training and Development, Higher Education, Nigeria.*

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### **Background to the Study**

A common phenomenon in tertiary institutions in Nigeria is the fact that many academic (teaching) staff are stagnated for a long period of time without promotions or advancement in their work places. This problem is attributable to the fact that many of them are unable to further their academic pursuit due to financial constraints. They therefore remain with their entry qualifications for a long time as a result of lack of incentives or motivation to further their academic backgrounds. This does not only affect the staff themselves but also their products who are the trainees (students) since no new ideas or knowledge is imparted. On the long run, the objective of education cannot be achieved if no new knowledge or ideas can be inculcated into trainees or students of tertiary institutions.

In realization of the importance of academic staff development in tertiary institutions, Federal Government of Nigeria established the Tertiary Education Trust Fund (TETFund) as an intervention agency to, among other objectives; fund the sponsorship of academic staff training within and outside the country. In the words of Bogoro (2015) the lecturers are our priority in TETFund's intervention policy, because they are the drivers of communication and knowledge. If you take away the lecturers, you have created a gap that you cannot fill in educational development. Education is the bedrock for every development that takes place in the society and the answer to the menace of unemployment that plagues the third world nations and Nigeria in particular. Education enables high skillfulness of human resource and technological development of an organization that enhances input maximization which brings unquantifiable benefits to individuals in the societies. The third world nations are characterized by high rate of unemployment, illiteracy, ignorance, poor infrastructure, political instability, poverty, among others. These nations are predominantly in Africa, Asia and Latin America. Human capacity building through education is the only viable solution to solve all these challenges. Individual as well as institutions and organization's capacity need to be built and boosted to enhance creativity, high productivity, financial independence and economic boom.

Although Similar Studies were conducted on the impact of TETFund Interventions, However, this study seeks to fill in the gaps in some of the work reviewed. Thus; a study carried by Udu and Nkwede (2014) titled TETFund International Programmes and Academic Staff Development of Selected Universities in South East Nigeria, Francisca, Ali and Agbo (2018) evaluated the impact of tertiary education trust fund intervention on staff development in colleges of education in South-East Geo-Political Zone of Nigeria. But there is no study carried out on TETFund intervention in the North West University which is a motivating factor of this study. The objective of this study is to examine the effect of Tertiary Education Trust Fund (TETFUND) interventions on academic staff training and development of selected universities in North-West Nigeria.

### **Statement of Hypotheses**

**Ho<sub>1</sub>:** TETFund intervention has no significant effect on academic staff training and development of selected Universities in North-West Nigeria.

## Literature Review

Tertiary Education Trust Fund (TETFund) is an interventionist agency set up by the federal government with specific mandate as provided for in the TETFund Act, 2011 section 7 (1). Generally, TETFund interventions are centered towards improving and developing Tertiary education in Nigeria. Also, as an intervention agency, the institution has been responsible for ensuring that the objectives of the public tertiary institutions in the country are met through the provision of necessary resources (Ogunde, 2011). TETFund intervention is on regular and special interventions. The Regular Intervention is yearly for all beneficiary institution of TETFund. The Special Intervention usually at the discretion of the Board of Trustees, on equality of geo-political zones as enshrined in the enabling Act (TETFund Interventions, 2017).

Tertiary Education Trust Fund (TETFund) has become a house hold name in the higher education sector that private institution owners are neck bent to participate in the intervention of the Fund. From north to south east to west, there is virtually no tertiary institution, except privately owned that the presence of the Fund is not conspicuously noted. The numerous study grants, conferences and seminar, vis-à-vis research and development, speak volume of how TETFund is committed to the development of academic staff in the country. Although the federal government has removed special intervention from the 2017 budget of the Fund, its normal intervention is shared at the ratio of 41 percent for universities, 30 percent for polytechnics and 29 percent for colleges of education at federal and state levels. These normal interventions are expected to be spent on physical infrastructures and equipment, library development, academic staff training and development, which over 10, 000 academics have benefited across higher institutions in the country (TETFund, 2017).

TETFund also input in tertiary institutions development through Book Development Fund, National Research Fund, Journal Publications, Staff Conference Attendance and Manuscripts Development. According to Chand (2014), training constitutes a basic concept in human resource development. It is concerned with developing a particular skill to a desired standard by instruction and practice. Tannenbaun (1992) stated that training and development is a function of human resource management concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. He emphasized that training and development is synonymous with Human Resource Development, Human Capital Development, lastly, Learning and Development.

Rusobya (2012) opined that training and development describes the formal ongoing efforts that are made within organizations to improve the performance and self-fulfillment of their employees through a variety of educational methods and programs. Moreover, in the modern workplace, these efforts have taken on a broad range of applications from instruction in highly specific job skills to long-term professional. The relevant of training and development of academic staff in Nigeria tertiary institutions has become more obvious due to the growing complexity of the work environment, the increasing changes in institutions and technological advancement which further brought about the need for continuous training and development of staff to meet the current challenges for clarification sake.

According to Ebong and Ezekiel-Hart (2006), training is crucial as one of the staff development procedure. An employee may have the qualification needed for a job, but may not have the necessary experience and skills to perform the task required effectively. Based on this premise, one can identify that the productivity of an employee in any organization especially in the educational sector is majorly dependent on the level of training acquired on the job. Therefore, in order for the staff of the university to function effectively, they need to be trained continuously. In fact, all staffs of the university system whether academic or non-academic should be exposed on the best practices of their responsibilities at work.

The importance of staff training and development in any organized institution cannot be ignored most especially in the university system. Rusobya (2012) pointed that most of academicians have also requested that the activities of the TETFund in terms of human capital should be extended to the non-academic staff just like their academic counterpart. This is a necessity because staff jointly worked for the advancement of the university and the quality of their input at work is of utmost importance in enhancing the image of the university. Therefore, since all staff of the University plays one major role or the other in ensuring the effective administration of the institution, they should all be exposed to quality training and development in order to improve on their capacity building.

In addition, a common phenomenon in tertiary institutions in Nigeria is the fact that many academic staff are stagnated for a long period of time without promotions or advancement in their work places. This problem is attributable to the fact that many of them are unable to further their academic achievements due to financial constraints. They therefore, remain with their entry qualifications for a long time as a result of lack of incentives or motivation to further their academic backgrounds. On the long run, the objective of education cannot be achieved if no new knowledge or ideas can be inculcated into trainees or students of tertiary institutions. In realization of the importance of academic staff development in tertiary institutions, Federal Government of Nigeria established the Tertiary Education Trust Fund (TETFund) as an intervention agency to, among other objectives; fund the sponsorship of academic staff training within and outside the country (Rusobya, 2012).

Academic Staff development efforts in the universities are supported by Article 5 (b and c) as compulsory for institutions to ensure that their staff members are actively engaged in “research, appropriate training, resources and support. So also, is the enhancement of research in all disciplines which will be made possible through support from individuals, organizations public and private sectors. In order to strengthen co-operation within and outside the university, staff development has been identified as a source of training, updating, bridging the gap and assessment of the learning processes. Article 8 (b) of the World Declaration on Higher Education in the 21st century (1981) mandated the higher institutions to offer varieties of training programmes which include short courses, part-time, modularized courses, and distance learning.

Uche (2013) viewed that training of academic staff helps the education system cope with the changing society and the universities to boost their human capacity, teaching, research, skills

and knowledge acquisition. In the same vein, universities cannot exist without adequate provisions for updating and improving research, teaching and learning processes of their staff both male and female. The importance of ensuring this professional training and excellence in research, teaching and learning was supported by the general conference of UNESCO in November 1997. The importance of sustaining national and international quality cannot be overemphasized as quality in this line demands certain components that are relevant to continuous development, teaching and learning, methodology and mobility; national and international cooperation. In fact, education for life entails updating the knowledge of the academic staff, improving their teaching skills, establishing appropriate academic staff development structures as supported by (Arikewuyo & Adegbesan, 2009).

Academic staff development efforts in a typical university include all forms of training, scholarship, fellowship, study leave with or without pay, conferences, seminars, workshops and research and so on. Furthermore, training and qualification, subsequent research and development determine the mobility of the academic staff in the higher institutions and so the level of mobility of academic staff has to do with their previous ranks and how the staff development training has led to their mobility on the job in form of promotion or improvement. Article 1 (f) of the World Declaration on Higher Education for the 21st Century stated that the missions and functions of higher education is to contribute to the development and improvement of education at all levels, which include training of staff. Academic staff without up to-date knowledge will certainly contribute little or nothing to educational development. Dearth of funding has stunted the academic growth and development of many academic staff of Nigeria universities. Mallam (2013) mentioned that before the establishment of TETFund, it was observed that majority of lecturers teaching in the tertiary institutions, especially universities, are Lecturers I and below. Majority of them are not PhD degree holders and the small number of those enrolled as postgraduate students' study in the same universities where they graduated from and where they teach. Until 2008, the only effort made to sponsor academic staff for postgraduate studies was the allocation of a paltry sum of One Million Seven Hundred and Fifty Thousand (N1.75m) to each University. In order to break the unhealthy cycle of in-breeding of lecturers by exposing lecturers to other intellectual traditions within and outside Nigeria, an Academic Staff Training & Development (AST&D) programme was introduced in 2008. So far, many lecturers from Federal and State tertiary institutions have been sponsored by TETFund for postgraduate studies within Nigeria and abroad. This is the most aggressive training programme for lecturers of tertiary institutions in the history of this country. Supporting institutions to increase number of lecturers with Doctoral Degrees and discouraging in-breeding by providing opportunities for study outside Nigeria to encourage research and development in diverse subject areas (Mallam, 2013).

### **Empirical Review**

The study was established through the review of the following empirical studies; Ezeali (2017) studied the Impact of TETFund Intervention on Human Resources Development in Government Owned Tertiary Institutions in South Eastern Nigeria (2011-2016). The objectives of the study are to examine the extent to which TETFund intervention on staff

training and development improve the skills of workers in government owned tertiary institutions in South Eastern Nigeria; and to determine the extent to which TETFund sponsorship of staff to conferences and workshops improve research and the academic growth in tertiary institutions. The study adopts the descriptive survey research design. The total population of the study is 17,108 respondents drawn from government owned tertiary institutions in South-Eastern Nigeria. Primary data are collected using structured questionnaire that are administered to a sample of 391 while 340 copies were returned and used for the analysis. Two hypotheses were formulated and tested. The results of the correlation tests indicate that TETFund intervention on training and development has great impact on improved skills and development of the staff of tertiary institutions, and TETFund sponsorship of academic staff to conferences and workshops has significant impact on research and academic growth in tertiary institutions. The study concluded that despite the fact that TETFund has immensely improved human resources development in government owned tertiary institutions, there is still need for improvement.

Onyeizugbe, Obiageli and Igbodo (2016) TETFund International Programmes and Academic Staff Development in South East Nigeria, an attempt to determine the extent to which Universities in the South Eastern part of Nigeria have been able to access and utilize funds allocated to them by this agency with respect to training of academic staff overseas. Two universities were selected for this work viz; University of Nigeria, Nsukka and Ebonyi State University, Abakaliki. Published works of TETFund as well as literature on related terms were reviewed. The survey research was adopted as research design. Primary data were collected with the aid of questionnaire and analysed with correlation coefficient. It was also found out that University executives, to an extent bring sentiments to bear when it comes to nominating of beneficiaries of the funds. Findings in this study revealed that most institutions miss their yearly TETFund allocations, either due to bureaucracy or due to ignorance of the procedures involved in accessing the funds. This is found to be common in many institutions. Findings in this study revealed that overseas trainings, seminars and workshops benefit in no small way for the advancement of academic staff as well as aiding them for promotions and elevations in the Universities. It was found that there is positive significant relationship between TETFund's international training programmes and academic staff advancement/development in the Universities in South East of Nigeria. It further revealed that funds allocated to these Universities overtime were under accessed due to their inability to meet conditions.

Musa and Muhammed (2019) examined the Tertiary Education Trust Fund's interventions on Staff Training and Development of Institutions in Ahmadu Bello University Zaria. The study has 2 research questions and 2 null hypotheses were formulated. Descriptive research design was adopted for the study. The population of the lecturers was 1241 of which 423 was sampled out of the population using research advisors table. A self-developed structured questionnaire was used to collect data from the respondents and validated by experts in the area of educational Administration and Planning, Ahmadu Bello University, Zaria. The data collected were presented in table and were analyzed using frequency and simple percentage. Percentage was used to analyze research questions. The major findings of the study were;

TETFund Intervention on Staff Training and Development has led to acquisition of higher degrees by many staff of A. B. U. that TETFund support on conferences attendance enabled staff to learn and update their skills, that TETFund intervention had increased students understanding of teaching methods, among others.

Benjamin and Ezebuilo (2018) The objective of the study is to assess the extent to which TETFund provision of scholarship to academic staff for post-Graduate studies improves the academic performance of higher educational institutions in South-Eastern Nigeria. The total population of the study is seventeen thousand, one hundred and eight respondents drawn from selected public owned higher educational institutions in South-Eastern Nigeria. Structured questionnaire aroused to collect primary data from a sample of 391 while 340 copies returned were reanalyzed. The study is anchored on the Systems Theory propounded by Easton (1963) while descriptive survey research design was used. The result of the correlation test indicates that there is a positive relationship between scholarship award to academic staff for post-Graduate studies and improved academic performances of workers in public owned higher educational institutions in South-Eastern Nigeria. The study concluded that Tertiary Education Trust fund has made significant improvement in quality and development of academic staff of the institutions studied since they can boast of motivated and energetic workers.

#### **Public Goods Theory by Samuelson (1994)**

The Public goods theory has two main assumptions:

1. A good once produced for same consumers can be consumed by additional consumers at no additional cost.
2. There is non-excludability which means that it is difficult to keep people from consuming the good, once it has been produced.

According to Samuelson, Goods with these characteristics will be under-produced in the private sector, or may not be produced at all. Following the conventional wisdom, economic efficiency requires that the government forces people to contribute to the production of public goods, and, then, allow all citizens to consume them. A public good is a good produced by government and generally made available for the benefit of its citizens. The explanation of 'public' by Narain (1986) throws more light to the public goods analysis. For Narain (1986), there are three characteristics of "publicness" which include (a) Public purpose (b) Public ownership, and (c) Public control.

For this study, education is public goods. The public goods theory provides justification for large public expenditure in education. This assumes that it is only the government that can effectively provide education services appropriately to the citizens given the varied externalities associated with it. Government Universities in North-West Nigeria is a public enterprise owned and controlled by the government with normal and special TETFund intervention for the public interest/purpose; hence, demands accountability from the University authorities. Evidently, the TETFund intervention projects injected to the Universities in North-Western states of Nigeria ensures that goods (education) with public-

goods characteristics are efficiently and effectively provided. By so doing education as public good is made available and affordable to the greater majority, a situation that foster government as well as its stakeholders' interest/benefits.

**Methodology**

The research design for the study is survey. This study collected data from staff of the selected Universities in the North-West thus making a survey effective in executing the research. The study established the effect of tertiary education trust fund (TETFund) interventions on the academic staff training and development in selected Universities in North-West which was collected using questionnaires, documentary evidences and observations. The factors were tabulated in the questionnaires and expressed using relative frequencies. The total population for this study comprises of all academic staff in all the selected universities in North-west Nigeria (Ahmadu Bello University, Zaria, Bayero University, Kano, and Federal University, Dutse) with the total population of = 5080 . (Statistic Unit of those Universities, 2019).

These three (3) Universities were selected on generation incline, Ahmadu Bello University, is generation, Bayero University is recent generation, and Federal University, Dutse is new generation University.

**Method of Determining Sample Size**

**Yaro Yamane formula of (1967)** is mostly applied when population is very large that why it's suitable for this study

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n= sample size required

N = number of people in the population

e = allowable error (0.05 on the basis of 95% confidence level)

$$\begin{aligned} & 5080 \\ & \text{-----} \\ & 1 + 5080(0.05*0.05) \\ & \\ & 5080 \\ & \text{-----} \\ & 1 + 12.7 \\ & \\ & 5080 \\ & \text{-----} = 370 \\ & 13.7 \end{aligned}$$



## Probability Sampling Method

### Stratified Sampling

This is applied by classifying the population into groups using definite characteristics. These groups are called strata. A stratum is a subset of the population that shares at least one common characteristic. Examples of stratum can be males and females, or postgraduate students and undergraduate students etc. The researcher first identifies the relevant strata and their actual representation in the population. Random sampling is then used to select a sufficient number of subjects from each stratum. "Sufficient" refers to the proportion each stratum bear to the total population using the following formula.

$$\frac{N}{P} * S$$

N is the number of element in the stratum

P is the population of the study

S is the required sample size

The population of the study comprises 5080 Academics staff of the selected Universities, in the North West from which a sample size of 370 Academics staff was determined. Below is the sample frame;

Academics staff of the various Universities	Population
Ahmadu Bello University, Zaria	2800
Bayero University, Kano	1755
Federal University, Dutse	525
<b>Total</b>	<b>5080</b>

Academics staff of the various Universities	Population	Samples
Ahmadu Bello University, Zaria	2800	204
Bayero University, Kano	1755	128
Federal University, Dutse	525	38
<b>Total</b>	<b>5,080</b>	<b>370</b>

### Methods of Data Collection

The researcher adopted primary method of data collection, Questionnaire and Observation techniques were used to collect data on the effect of TETFund intervention on the academic staff training and development of selected Universities in North-west Nigeria. The observation method was conducted by the researcher by visiting the various Universities under study. Questionnaires were divided into two sections A, and B. Section A. containing information on demographic data of the respondents, Section B, information on the

academic staff training and development. A four points Likert-Scale of Strongly Agreed (SA) Agreed (A), Disagreed (DA) and Strongly Disagreed (SD) was used in collecting.

### Techniques for Data Analysis

Data processing operations was carried out including data editing/ cleaning and classification. Data editing/ cleaning is the examination of the collected data so as to detect omissions and errors and to correct them wherever possible. Data classification is the arranging of the collected data in classes or groups with common characteristics. The similar data was then tabulated before further analysis was conducted. The tabulated data was analyzed using both qualitative and quantitative techniques. These parameters were used to determine and evaluate the relationships of the variables being measured. Data analysis and presentation of findings was carried out using statistical software which includes SPSS version 24. The software aided in the generation of suitable charts and tables which was used in drawing conclusions as well as presenting the research findings.

Regression is an important approach to modeling the relationship between the dependent variable (Y) and one or more independent variable (Xs). A regression equation describes how the mean value of a response variable relates to specific values of the predictor variables (Bhattacharyya, 2011). The study used simple regression analysis to test the statistical significance of the independent variables on the dependent variables.

The simple regression equation model for the study is given below:

$$Y = f(\text{ACASTDV}), \dots \dots \dots \text{eq(i)}$$

Linearizing equation (1) above produces a simple regression model as thus:

**X = TETFUND Tertiary Education Trust Fund**

$$Y = \beta_0 + \text{ACASTDV} + e \dots \dots \dots \text{eq(ii)}$$

Where;

Y = Academic Staff Training and Development being affected.

$B_0$  = is the constant or coefficient of intercept.

ACASTDV = Academic Staff Training and Development

Development.  $B_0 \dots \beta_1$  = the corresponding coefficients for the respective dependent variable.

*e* = stochastic error term

Equation (ii) is estimated using the method of Ordinary Least Square to ascertain the coefficients  $\beta_1$ , which measures the slope of each of the variables above. We shall introduce X to represent the variables as

TETFUND = Tertiary Education Trust Fund = X

**Table 1:** Showing the number of Questionnaires Distributed and how many Retrieved

Questionnaires	Response Rate	Percentage (%)
Returned	326	88
Unreturned	44	12
Total	370	100

**Source:** Field Survey 2019

The above table shows that out of 370 questionnaires administered to the staff of the Universities, only 326 representing 88% were completed and returned, while 44 questionnaires representing 12% of the questionnaires were not returned. The 326 returned questionnaires were used for analysis.

**Table 2:** Showing percentage of academic staff TETFund beneficiaries of the selected Universities

Academics staff of the various Universities	Population	TETFund Beneficiaries	percentage
Ahmadu Bello University, Zaria	2800	1753	62.60%
Bayero University, Kano	1755	1112	63.36%
Federal University, Dutse	525	287	54.66%

**Source:** TETFund Report 2019

Table 2 above shows that out of the 2800 academic staff of Ahmadu Bello University, Zaria, and only 1753 representing 62.60 percent benefited from TETFund academic staff training and development program. Also, out of 1755 academic staff of Bayero University, Kano, only 1112 representing 63.36 percent benefited from TETFund academic staff training and development program. Out 525 academic staff of Federal University, Dutse only 287 representing 54.66 percent benefited from TETFund academic staff training and development program.

### Data Presentation

**Table 3:** Academic Staff further their studies through TETFUND Sponsorship

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agreed	258	79.1	80.3	80.3
Disagreed	64	19.9	19.7	95.2
I'M not Sure	00	0.0	0.0	100.0
Total	322	98.3	100.0	
Missing System	4	1.0		
Total	326	100.0		

**Source:** Field Survey, 2019

From the above table, 258 respondents representing 80.3% agreed that, academic staff of their Universities further their education through TETFUND sponsorship. 64 respondents representing 19.7% disagreed to the assertion that academic staff of their Universities do further their education through TETFUND sponsorship.

**Table 4:** Academic staff do attend conferences through TETFUND Sponsorship

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agreed	295	90.5	92.1	92.1
	Disagreed	10	3.0	3.1	95.2
	I'M not Sure	15	4.7	4.8	100.0
	Total	320	98.3	100.0	
Missing	System	6	1.8		
Total		326	100.0		

**Source:** Field Survey, 2019

From the above table, 295 respondents representing 92.1% agreed that, academic staff of their Universities do attend conferences through TETFUND sponsorship. 10 respondents representing 3.1% disagreed while 15 respondents representing 4.8% could not ascertain whether academic staff of their Universities do attend seminars through TETFUND sponsorship.

**Table 5:** Academic staff do attend Seminars through TETFUND Sponsorship

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agreed	215	65.9	67.1	67.1
	Disagreed	90	27.6	28.1	95.2
	I'M not Sure	15	4.7	4.8	100.0
	Total	322	98.3	100.0	
Missing	System	6	1.8		
Total		326	100.0		

**Source:** Field Survey, 2019

From the above table, 215 respondents representing 67.1% agreed that, academic staff of their Universities do attend seminars through TETFUND sponsorship. 90 respondents representing 28.1% disagreed while 15 respondents representing 4.7% could not ascertain whether the academic staff of their Universities do attend seminars through TETFUND sponsorship.

## Analysis and Result

**Table 6:** Descriptive Statistics

	Mean	Std. Deviation	N
TERTIARY EDUCATION TRUST FUND	5.7756	1.32384	175
ACADEMIC STAFF TRAINING AND DEVELOPMENT	4.7578	1.26249	175

Table 6 is the descriptive statistics depicting the mean, standard deviation and number of observations. It is shown in the result that the mean TETFUND Intervention, and academic staff training and development are 5.7756, 4.7578 respectively. The standard deviation is less than 1.9 and the number of observations is 175

**Table 7:** Variables Entered/Removed<sup>a</sup>

Model	Variables Entered	Variables Removed	Method
1	TETFUND <sup>b</sup>	.	Enter

a. Dependent Variable: Academic Staff Training and Development

b. All requested variables entered.

Table 7 showed summary of the variables entered in the SPSS package, which are one dependent variable which is academic staff development and one independent variable TETFUND intervention.

**Table 8:** Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.859 <sup>a</sup>	.738	.738	.8354	2.0

a. Predictors: (Constant), TETFUND

b. Dependent Variable: Academic Staff Training and Development

Table 8 showed the summary of the model in the study and explained the coefficient of correlation depicted by R, which is 0.859. It also reported the coefficient of determination depicted by R<sup>2</sup>, which is equal to 0.738. AdjustedR<sup>2</sup> which is 0.738. A standard error of 0.8354 and Durbin Watson statistic of 2.0 were also reported accordingly.

**Table 9:** ANOVA<sup>a</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	638.340	1	638.340	914.571	.000 <sup>b</sup>
	Residual	226.141	324	.698		
	Total	864.482	325			

A. Dependent Variable: Academic Staff Training and Development

b. Predictors: (Constant), TETFUND

Table 9 is the ANOVA table (analysis of variance) that indicates the fitness of the model. Thus, the F-Statistics of 914.571 and its corresponding P-value of 0.000 depicts that the model is fit.

**Table 10:** Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.395	.069		5.690	.000
	TETFUND	.921	.030	.859	30.242	.000

a. Dependent Variable: Academic Staff Training and Development

Table 10 showed the coefficient of the independent variables and its respective significance. As shown in the result table, B0, which represents the constant term has a value of 0.395, B1, which is the coefficient of the TETFUND by X1 has a value of 0.921. Also, the significance of these values as shown on the Sig column are 0.000 for TETFUND.

### Discussion of Findings

From the model summary table, the correlation value of 0.859 is a strong evidence to suggest that there is a highly positive relationship between the variables. This means that TETFund is highly related to academic staff development. The coefficient of determination, which has a value of 0.738 is a strong evidence to also suggest that 73% of the variation that occurs in the dependent variable- academic staff development is well explained by the independent variables- TETFund intervention, while 27% is explained by other external variables which are not included in the model. The Durbin Watson statistic value 2.0 is a strong indication of the absence of any serious auto or serial correlation, meaning that the error terms are not in any way correlated.

Furthermore, the analysis of variance result is highly significant as the calculated statistic is less than the 5%  $\alpha$  level of significance. We are therefore confident that the model used in this study is appropriate to guarantee a better conclusion. The coefficient table enables us to

understand the effect of independent variable on of the dependent variables. As shown below, seeing from the contribution of TETFund on academic staff training and development which has a coefficient value of 0.921 and a level of  $\alpha$  value of 0.000, which is less than the 5% - 0.05 is an indication that we can reject the null hypothesis of non-significant relationship between TETFund intervention and academic staff training and development of the Universities in the North West. The implication of this result is that in the academic environment, the emphasis on training and development of academic staff based on this study is significance hence attention should be given to it, because of its significant contributions to Universities learning standard. The findings of this study are similar to that of Benjamin and Ezebuilo (2018) who finds that that there is a positive relationship between scholarship award to academic staff for post-Graduate studies and improved academic performances of workers in public owned higher educational institutions in South-Eastern Nigeria.

### **Conclusion and Recommendations**

Base on the summary above, the study wishes to highlight the positive impact of TETFOND in enhancing the skills and competencies of academic staff. It emphasizes how TETFUND interventions have contributed to improving teaching quality, research output, and overall academic excellence in the region. That in view of the fact that the regression result is significant at 5%, the study concluded that the findings was statistically reliable for conclusion to be reached. Also, the result can be taken to an unbiased and non-spurious. The statement of the hypothesis is completely rejected on the premise of statistical evidence. We are 95% confident that in the academic environment such as Universities in the North West, there is sufficient evidence to suggest that there is positive effect relationship between TETFUND spending and academic staff training and development in the Universities in North West, that increase in academic staff training and development spending by TETFund would increase academic staff development through number of publications, number of seminars and conferences attended and higher qualification result which also increase performance.

The study recommended that, TETFund should increase the level of intervention on academic staff training and development that will trigger more manpower development to the North West Universities to increase institutional standard that will create first class lecturers to enable learning and research to be the utmost priority. Training is a significant factor for the increase of academic performance (you can't give what you don't have) in order to make learning conducive and standard for both teaching staff and the students to achieve their learning objectives.

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