

**IMPACT OF TERTIARY EDUCATION TRUST FUND (TETFUND)
INTERVENTION ON CAPACITY BUILDING AND PRODUCTIVITY OF
ACADEMIC STAFF OF FEDERAL UNIVERSITIES IN NORTH EAST NIGERIA.**

BY

JAMES Ann Ph.D

ORCID: 0009-0009-2475-6328

jamesann632@gmail.com

+2348060269140

&

MBARIKU John

ORCID: 0009-0004-7088-9463

mbarikujohn@gmail.com

+2348130493081

&

ZACHARIAH John Ph.D

zachariahjohn6@gmail.com

+ 08039567073

Department of Educational Foundations,
Taraba State University, Jalingo.

Abstract

This study examined the impact of Tertiary Education Trust Fund capacity building intervention on Job productivity of academic staff of Federal Universities in North -East Nigeria. Specifically, it determined the impact of TETFund capacity building intervention of conference attendance, Pursuance of higher degree by academic staff, publication by academic staff, research performance and quality teaching delivery on Job productivity by academic staff of Federal Universities in North East Nigeria. The study adopted descriptive survey design, and the area of the study is the North East Nigeria The population of the study consist of 4, 644 academic staff from all the six Federal Universities in North East Nigeria, located at Wukari, Yola, Kashere, Gashua, Bauchi and Maiduguri. The sample size is comprised of 1, 625 academic staff. The instrument for data collection was a self-designed questionnaire titled Impact of TETFund capacity building intervention on Productivity Questionnaire. A trial test was administered on 50 academic staff from States Universities in North East Nigeria to ascertain the content validity of the instrument. A Cronbach Alpha of 0.83 index was obtained. Descriptive statistic of mean and standard deviation was used in answering the research questions while Chi-Square to test hypotheses at 0.05 level of significance. Based on the data collected and analysed, findings revealed that TETFUND intervention on conference attendance has significant impact on Job productivity of academic staff of Federal Universities

in North East Nigeria, TETFUND has enabled academic staff of Federal Universities in North East Nigeria. It was concluded that TETFUND capacity building intervention has significant impact on productivity of academic staff of Federal Universities in North East Nigeria, as such, the training programmes are worthy of the investment by TETFUND. Therefore it is imperative for all stakeholders in the Federal Universities in North East Geo- Political Zone of Nigeria to adequately fund, encourage self-development, training and re-training of academic staff. It was recommended that the Federal Government of Nigeria should ensure that monies meant for sponsorship of participants (academic staff) are timely released and remitted. As it will bring about smooth participation in the training programme and enhance job productivity.

Keywords: Capacity Building, TETFund Intervention, Conference Attendance, Job Productivity and Development.

Introduction

Job productivity of academic staff of Universities, particularly academic staff of Federal Universities in North East Nigeria may be enhanced by conference attendance, pursuance of higher degree, publication functions, research performance and quality teaching delivery, through Tertiary Education Trust Fund (TETFUND) capacity building intervention grants. Education at the tertiary level brings solutions to challenges nations face on their path to sustainability. It is against this background that the Nigerian higher educational system was designed. However, overtime, it began to face daunting challenges that threatened its core objectives. These challenges range from inadequate financial resources which tend to reduce the desired quality of higher education output to inadequate Funding of educational institutions in Nigeria, which remains a huge challenge that confronts the educational system and has led to the establishment of Tertiary Education Trust Fund in Nigeria (Nigeria Education Report, 2012).

Education is one of the biggest and most viable sectors of every modern economy. The challenges of funding education is not peculiar to Nigerian Universities as Governments all over the world intervene substantially in the education sector by rendering support to the institutions, students, staff and system (Moja, 2010). Capacity building and productivity of academic staff are key to achieving the educational objectives, organizational success and corporate development. Achievement of objectives and good returns on investment in education could only be attained if human resources such as academic staff development at the tertiary education level are properly developed through capacity building and manpower development.

TETFUND has been involved in the development of intellectual capacity of academic staff in Nigerian Universities so as to ensure that the “missing factors” such as adequate funding are made available (Nigeria Education Report, 2012).

Specifically, capacity building broadly covers the abilities of all employees to develop the desirable skills and attitude, which will enable them to accomplish suitable task efficiently (Yamoah & Maiyo, 2013). In this study, capacity building and staff training development will be used interchangeably and conceptualized as the process of sponsoring academic staff to pursuance of higher degrees and attend conferences within and outside Nigeria to enhance their productivity. Productivity on the other hand is conceptualized in this study as a measure of the efficiency of a staff, equipment, facilities and the University system in converting inputs into useful output. To ensure Productivity and efficiency, appropriate capacity building development process must be adopted in the opinion of Bataineh (2014). The staff of the Universities should have enough skills to perform their duties or job well. Appropriate training and development programmes must be installed to ensure that they get acquainted with the skills required to perform their duties effectively.

Academic staff without up to date knowledge will likely contribute little or nothing to educational development. The Dearth of funding has been observed and attributed to why academic staff of Universities are unable to further their academic career and therefore remain with their entry qualification for a long time as a result of lack of intervention In realisation of the importance of academic staff development in tertiary institutions, the 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. Academic staff of Federal Universities are unable to access funds allocated to them because they are unable to meet the conditions for accessing the training funds (Bogoro, 2015).

Based on this premise, one can say that the productivity of an employee in any organisation especially in the education sector mostly depends on the level of training acquired on the job. Therefore, in order for the academic staff of Federal Universities in North East Nigeria to function effectively, they need to be continuously trained. Considering the deplorable state of tertiary institutions in Nigeria, the interventions offered by TETFund proves to be insufficient to sustain the Nigerian tertiary institutions. TETFUND intervention was established to enhance the productivity of academic staff through training and other capacity training programme (Edet, Onabe; & Udida, 2017).

According to Rusobya (2012), training and development involve the formal on –going efforts that are made within organisations to improve the productivity and self-fulfilment of their employees through a variety of education method and programmes. In this study, productivity of academic staff is majorly dependent on the level of training acquired on the job. Therefore, in order for the academic staff of Federal Universities in North East Nigeria to function effectively, they need to be continuously trained. Another way through which the impact of TETFUND Intervention can be looked at may be through attendance of conference so that staff may update their knowledge. Conference attendance may be viewed as a preparatory meeting designed for discussions, fact finding, problem solving and consultation (International Congress and Convention Association, 2014).

For the purpose of this study, a conference is regarded as a gathering where group of academic staff from different Universities with common interest converge to share ideas, present problems in their fields and proffer solutions. One of the ways through which the impact of TETFUND intervention on capacity building and productivity of academic staff of Federal Universities in North East Nigeria can be reviewed is through conference attendance.

Therefore, investment in the development of academic staff is imperative for promoting quality education. Indeed, the Federal Government's allocation to the education sector in the last ten years has been a misery. Out of a budget of N55.19 trillion, only N 4.11 trillion or 7.4% was allocated to the sector (Ndanusa, 2019). Academic staff training and development grant was supported by TETFund, it is an intervention grant offered by the TETFund and open for utilization by academic staff of Nigerian higher educational institutions for pursuits of higher degrees and bench mark programme. But has TETFUND achieved the objectives for its institution, especially regarding the capacity building and productivity of academic staff? The lack of timely access to TETFUND would perhaps affect the academic staff negatively.

The researcher is therefore, interested in establishing the true state of the affairs concerning the implementation of TETFUND intervention on job productivity of academic staff of Federal Universities in North East Nigeria.

Federal Universities in Nigeria including those of the North East have been observed to always express dissatisfaction over the issue of accessibility and adequacy of the Tertiary Education Trust Fund grant disbursed for capacity building on productivity of academic staff.

There seem to be evidence of bottle neck in accessing Tertiary Education Trust Fund intervention as well as unequal allocation of staff training and conference funds to tertiary institutions and individual beneficiaries.

In spite of the interventions of TETFund in the area of academic staff development, Federal Universities in the North East Nigeria seem unable to meet the conditions for accessing funds allocated to them. As a result, many academic staff miss the opportunities to access funds for further academic training and development.

The main purpose of this study was to investigate the impact of Tertiary Education Trust Fund Intervention on Job productivity of academic staff of Federal Universities in the North East Nigeria, Specifically, the study sought to: Determine the impact of Tertiary Education Trust Fund (TETFund) intervention of conference attendance on Job productivity by academic staff of Federal Universities in North-East Nigeria.

1. To what extent does Tertiary Education Trust Fund (TETFUND) intervention grant impacts on conference attendance on job productivity of academic staff of Federal University in North –East Nigeria?

H01. There is no significant impact of TETFUND capacity building intervention grants of conference attendance on job productivity of academic staff of Federal Universities in North East Nigeria.

Literature Review

Concept of Capacity building is referred to as the development of knowledge, attitude, and skills of work force for enhancing the abilities to achieve the short term and long term goals of organisational as well as personal levels. The subsequent identification of specific objectives for capacity building is followed by the general and selection of strategy and consideration of multiple aspects of readiness to build capacity (Doherty & Millar, 2016). Capacity building broadly covers the inabilities of all employees and develops the desirable skills and attitude, which enable them to accomplish suitable task efficiently (Yamoah & Maiyo, 2013).

Academic staff training and development is geared towards enhancing the capacity of teaching staff by sponsoring them for master, doctoral degree and bench work within and outside Nigeria. Importance of staff development or capacity building in any organised institutions cannot be ignored most especially in the university system.

According to Anumudu (2010), investing in employees training will yield many benefits such as; enhanced productivity, academic staff adapting to technological changes, enhancing of staff ability to attain and decipher information about expenditures and production features of other information. Based on this premise, one can identify that the productivity of an employee in any organisation, especially the education 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 staff of the University system, whether academic or non-academic should be exposed to the best practices of their responsibilities at work.

Most 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 (Ogar, 2012). This is a necessity because these staffs jointly work 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 (Ogar, 2012).

Tertiary Education Trust Fund (TETFUND) as an interventionist agency with the mandate of providing funding to all public tertiary institutions in Nigeria since its inception has provided funds to public universities, polytechnics and colleges of education. The number of the institutions benefitting from the fund has increased over the years. The total amount for the intervention varies from year to year. Beneficiary institutions are expected to optimize the use of the funds bearing in mind the necessity to make high quality print as well as promoting texts in disciplines with shortages. The stake holders in the education sector has again clamour to amend clause 72a and 73 of the tertiary education trust fund, and expanding of its scope of intervention (TETFund, 2011).

The Tertiary Education Trust Fund (TETFUND) was originally established as education trust fund (ETF) by the Education Tax Act No 7 of 1993 as amended by Act No 40 of 1998 (now

pealed and replaced with tertiary education trust Act 2011). It is an intervention agency set up to provide supplementary support to all levels of public tertiary institution with the main objective of using funding alongside project management for the rehabilitation, restoration and consolidation of tertiary education in Nigeria. Tertiary education trust fund (TETFUND) was established as an intervention agency under the TETFUND Act Tertiary Education Trust Fund Establishment Act 2011: charged with the responsibility for managing, disbursing and monitoring education tax to public tertiary institution in Nigeria. To enable the TETFUND achieve the above objectives, TETFUND Act, 2001 imposes a two percent (2%) education tax on the assessable profit of all registered companies in Nigeria.

The purpose of these training programmes is also to ensure that lecturers in the Nigeria tertiary institution acquire further training to equip them properly with teaching in the nation's institution of higher learning.

Considerable studies have been carried out on Tertiary Education Trust Fund capacity building Intervention and its management in Nigerian Tertiary institutions. In view of this, some empirical studies are reviewed based on the variables of this study.

TETFUND Intervention on staff training and development has led to acquisition of higher degrees by many tertiary institutions in the North-West.

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.

Conference attendance is common feature of many institutions, where many Universities and professional association usually organize annual conferences. Participation of academic staff in conferences should assist them in exchange of ideas and update their knowledge.

Methodology

Descriptive survey is the research design adopted for the study. Descriptive survey research is an approach of descriptive research that blends quantitative and qualitative data to provide you with relevant and accurate information.

The population of the study comprises of 4,644 academic staff in the six Federal Universities in North East, Geo-political zone of Nigeria. These categories of respondents were selected to assess the impact of Tertiary Education Trust Fund's (TETFUND) capacity building intervention on Job productivity of academic staff.

The sample of the study was 1,625 academic staff in the six Federal Universities in the North-East Nigeria. Thirty five percent (35%) of the total population of (4,644) was selected using proportional sampling technique in each University (stratum) in the North East zone of Nigeria.

Proportional sampling technique is a method of sampling in which the investigator divides a finite population into sub-population and then applies random sampling techniques to each sub-population. A structured questionnaire was designed by the researcher for data collection, the instrument was validated by experts. And to ascertain the reliability of the instrument, a pilot test was administered to academic staff from State Universities in the North East. Who are not part of this study but have same characteristics with subject to the study.

The data generated from the respondents were coded and analysed using descriptive statistic of mean and standard deviation to answer research questions. A mean of 2.5 is used as a cut off point for decision making while Chi-Square Test of goodness-of fit was used to test the null hypotheses at 0.05 level of significance.

Result

This section of the research presents the analysis and interpretation of the data of this study in line with the research question and hypothesis formulated and tested. It also presents the discussion of findings.

The data collected using the instruments developed for the study are presented and analyzed using mean and standard deviation to answer research questions., while chi-square test of goodness of fit is used to test the hypothesis at .05 level of significance

Research question one:

What is the extent of impact on Tertiary Education Trust Fund (TETFund) capacity building intervention grant impacts on conference attendance by academic staff of Federal Universities North-East Nigeria.

Table 1

Mean and standard deviations ratings on impact of TETFund capacity building intervention grant on conference attendance on Job productivity of academic staff of Federal Universities in North East Geo-political zone of Nigeria.

S/N	Statement	Mean	SD	Remark
1	Tetfund intervention has made academic staff to be interested in attending conferences.	3.09	0.68	High
2	Tetfund intervention on conference has brought about exposure on academic staff.	3.02	0.80	High
3	Academic staff participation in conference enhances their teaching and learning capabilities.	3.00	0.79	High

4	Tetfund intervention has improved academic staff/ student's relationship through exposure.	2.87	1.07	High
5	Conference has enabled academic staff to be abreast of innovations in education.	3.25	0.54	High
6	Most academic staff stays in conference to complete their required duration.	2.48	0.94	Low
7	Academic staff attends conferences only to get benefit of TETFund intervention grant	2.15	0.87	Low
8.	Most academic staff takes part in conferences only to get certificates of attendance for promotion.	2.93	1.19	High
9.	Academic staff participate in conferences to enhance their career prospects	3.16	0.49	High
10.	Academic staff attends conference to stay up to date with the latest development in their fields of interest.	3.38	0.68	High
Grand Mean		2.93	0.37	High

Source: Field Report 2021

Results of Table 1 shows the mean and standard deviation scores of the rating items on the impact of TETFund capacity building intervention grant of conference attendance on Job productivity of academic staff of Federal Universities North East Geo-political zone of Nigeria. The result shows that only two items (6 and 7) has low impact on conference attendance on Job productivity of academic staff of Federal Universities North East Geo-political zone of Nigeria. The rest of the items have mean rating scale above 2.50 indicating high impact. The grand mean of 2.93 shows that TETFund capacity building intervention grant has high impact on conference attendance capacity building on Job productivity of academic staff of Federal Universities North-East Nigeria. The standard deviation scores on all the items are relatively low, which suggests that the respondents are far from each other in opinions.

Hypotheses testing

Chi-square test of goodness-of-fit was used to test hypotheses at 0.05 level of significance, Testing of Statistic: (χ^2) distribution degree of freedom (df) = (c-1) (r-1)

H₀₁. There is no significant impact of TETFUND capacity building intervention grants on conference attendance on Job productivity of academic staff of Federal Universities in North-East Nigeria

Table 6

Chi-square test on the impact of TETFUND capacity building intervention grants of conference attendance on Job productivity of academic staff of Federal Universities in North-East Nigeria.

Total ratings on the impact of TETFUND capacity building intervention grants on conference attendance on the Job productivity of academic staff.

Chi-square	620.25 ^a
df	16
Assymp. sig	0.05

From Table 6, chi-square at 16 degree of freedom ($\chi^2 > 34.267$, $p = .05$) signifies that the impact of TETFUND capacity building intervention grants of conference attendance on Job productivity of academic staff of Federal Universities in North-East Nigeria is statistically significant. Thus, null hypothesis that the impact of TETFUND intervention grants on conference attendance capacity building of academic staff of Federal Universities in North-East Nigeria is not significant is hereby rejected. This implies that TETFUND intervention grants on conference attendance has significant impact on Job productivity of academic staff of Federal Universities in North-East Nigeria.

Discussion of Findings

This section is devoted to discussion of findings of the research questions and was done according to the research hypothesis. TETFUND capacity building intervention of conference attendance have significant impact on Job productivity of academic staff. This research hypothesis which addresses the impact of TETFUND capacity building intervention of conference attendance on Job productivity of academic staff of Federal Universities in North East Nigeria reviews that TETFUND intervention on conference attendance capacity building significantly impact on Job productivity of academic staff.

This result agrees with Zeal (2017) who carried out a study on the impact of Tertiary Education Trust Fund Intervention on Human Resources Development in Government owned Tertiary Institutions in South –East Nigeria from 2011 to 2016, whose findings revealed that the correlation tests indicated 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 in South Eastern Nigeria. The objectives of the study are to examine the extent to which TETFUND intervention on staff development improves the productivity of academic staff.

Similarly, the findings of the study agrees with the view of Ezeali (2017) on the study carried out on the “Impact of TETFund Intervention on Human Resources Development in Government Owned Tertiary Institutions in South Eastern Nigeria, whose findings also revealed that TETFund intervention on training and development has great impact on

improved skills and development of the staff of tertiary institutions, and that TETFUND sponsorship of academic staff to conferences and workshops has significant impact on research and academic growth in tertiary institutions. TETFund support for conferences attendance enables staff to learn and update their skills and knowledge.

This findings are supported by the view of Ibrahim, Jumare ., & Sabonsara (2019) who carried out a study on the impact of Tertiary Education Trust Fund Intervention on Staff Training and Development of Institutions in North West, Nigeria.

Conclusion

It is evident from the findings of this study that impact of Tertiary Education Trust Fund capacity building intervention of conference attendance on Job productivity of academic staff of Federal Universities in North East Nigeria was positive. TETFUND capacity building intervention grants have significant impact on job productivity of academic staff of Federal Universities in North East Nigeria.

The findings of this study further established the fact that capacity building programmes have improved Job productivity of academic staff of Federal Universities in the North East, as such the training programmes are worthy of the investment by TETFUND, Universities management and academic staff particularly.

Recommendations

Based on the findings of this study, the following recommendations were made:

- There is need for more enlightenment by the chief executives of the Universities and TETFUND officers with regards to the procedures of accessing approved funds by Universities for conference attendance. This is to avoid the challenge of missing funds which is as a result of the inability of Universities to meet the requirements for assessment of yearly allocation due to ignorance about the procedures.
- Chief Executives of Tertiary institutions in Nigeria should be advised by TETFUND Executives to stop discriminations and sentiments in recommending academic staff for training, conference attendance, seminars and workshops. Until this aspect of sentiments in selection of staff for training is looked into; the act may deprive qualified beneficiaries from accessing funds for pursuance of higher degrees within and outside Nigeria.

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