



Impact of TETFund Intervention on Academic Staff Development at Federal University Gashua, Yobe State, Nigeria

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Abstract

Tertiary Education Trust Fund (TETFund) has been very instrumental in the area of funding higher education in Nigeria. Public tertiary institutions have been benefiting in several ways through TETFund. The study on the Tertiary Education Trust Fund (TETFund) is very significant in the sense that the fund since its establishment has been contributing immensely to academic staff training and development in Nigeria. Few or not many can understand and appreciate the contributions of TETFund toward academic staff development in the country. The method adopted in this paper is content analysis using mainly secondary data. The secondary data includes existing literature on the topic such as books, journals, conference papers, and other related documents. The choice of this method of data collection and analysis was however informed by the focus of the study; that is An Assessment of Impact of TETFund Intervention toward Academics Staff Development at Federal University Gashua, Yobe State, Nigeria, which is very difficult to access quick and reliable data from the respondents to use in analyzing the work. This among others informed the adoption of secondary sources and the use of content analysis in analyzing the paper. The paper revealed that TETFund has contributed fairly toward academic staff development; and that, University management support had significant relative effects on academic development at Federal University Gashua. The study therefore recommended that TETFund should do more in the area of human resources development via proper funding, monitoring and evaluation of the academic staff development programme at Federal University Gashua. Yobe State, Nigeria.

Key Words: University, Academics staff, Staff Development, Federal University Gashua, Nigeria

Introduction

Education is a word derived from the Latin word education, meaning breed, train, tutorage or rear (Veschi, 2020). It can also be defined as the process of facilitating learning and, acquisition of knowledge, skills, values, beliefs and habits toward societal development. Education is the bedrock



of every development that takes place in society and the answer to the menace of unemployment, illiteracy, ignorance, poor infrastructure, political instability, and poverty, which plague third-world nations and Nigeria in particular. Education enables high skillfulness of human resources and technological development of an organization that enhances input maximization which brings unquantifiable benefits to individuals in the societies.

Similarly, the importance of education in the overall development of an individual cannot be over-emphasized. This is because education serves as an avenue for removing individuals from the shackles of ignorance, unemployment and poverty. It is the bedrock for every development that occurs in the society. This perhaps might be the reason why the Federal Republic of Nigeria (2014), averred in the National Policy on Education that education is the greatest investment that the nation can offer for the quick development of its economic, political, sociological and human resources. In a related development, Akomolafe, et al (2016), contended that education as an essential virtue and necessity of society is a process of acquiring knowledge, skills and values needed to aid the personal and professional growth of individuals.

The National Policy on Education in Nigeria (FGN, 2004) defines higher education as post-secondary education comprising universities, polytechnics and colleges of education including such institutions as may be allied to them. In Nigeria, higher education is involved in the traditional functions of teaching, research and community service to develop manpower and disseminate necessary knowledge needed in industry and other sectors. Education in general and higher education in particular are fundamental to the construction of a knowledge economy in all nations (Adesina & Awonusi, 2004).

The Education Tax Fund (ETF) was established as an intervention agency by the Education Tax Act No.7 of 1993 (and subsequently amended in 1998 and 2004). This law empowered the ETF to intervene at all levels of education (i.e. Primary, Secondary and Tertiary) in public institutions. The Act was promulgated as a homegrown solution to address issues of funding to rehabilitate decaying infrastructure, restore the lost glory of education and confidence in the system as well as build the capacity of teachers and lecturers. Meanwhile, the Education Tax Fund was renamed as the Tertiary Education Trust Fund (TETFund) by the ETF Act No.16, 2011 and refocused to intervene in only public tertiary institutions (Universities, Polytechnics and Colleges of Education) for maximum impact, and to provide supplementary support to them. The main source of income available to the fund is the 2% education tax paid from assessable profits of all registered



companies in Nigeria. The ratio of disbursement is 2:1:1, i.e. 50 per cent goes to the universities, 25 per cent to the Polytechnics and 25 per cent goes to Colleges of Education (TETFund document, 2018). The specific objectives of TETFund include among others; to provide funding for staff and infrastructural development.

Human resources are one of the most important resources in any tertiary institution worldwide. The success of any educational institution is determined by the quality and quantity of its staff. No educational institution can elevate above the quality of its academic staff that is responsible for teaching the students and conducting research.

Staff Development has been described as activities which aim at improving, updating or maintaining employees' skills and abilities (Elnaga & Imran, 2013). Hence, staff development strategies like study fellowships for Masters, Doctor of Philosophy (**PhD**), Benchwork programmes, conference attendance, journal publication, Institutional Research Funds, Information and Technology support (ICT) etc are very important for staff development. These strategies are the prominent avenues through which staff of institutions of higher learning improve their academic qualifications, skills, knowledge, experience, exposure, academic socialisation and awareness which go a long way in enhancing their performance and chances for self-development, improving quality of teaching, academic growth, research output and institutional development in general. Staff development refers to the institutional policies, programs and activities that facilitate and support staff in acquiring the skills, knowledge, and attitudes required to undertake current and future responsibilities and roles in ways that are consistent with the goals of the university. Staff development can also be seen as a process that assists individuals in an agency or organization in attaining new skills and knowledge, gaining increasing levels of competence, and growing professionally.

Staff development in the workplace is no longer an option. Optimum performance is not likely to be achieved nor is productivity realized without a commitment to staff development. Excellence in performance and a high quality of service can be achieved only if the human resources are deemed just as important as either the physical or financial resources. This is why improving the excellence of the academe remains the paramount reason for academic staff development

In a climate of socio-political changes, substantial changes to the curriculum and changes in accountability, staff development is becoming recognized as of central importance. Hence, the fundamental purposes of staff development are:

- i. To make people feel value



- ii. To enable them to perform their job well through job satisfaction and motivation
- iii. To help them prepare for change in their work
- iv. To make them feel willing and competent to contribute constructively to the development of the organization.

However, as noted by Bogoro (2015) the lecturers are the priority in TETFund 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 to achieve its mandate. The fund created some intervention areas after careful needs assessment of beneficiary institutions and these include among others: Physical Infrastructure/Programme Upgrade, Project Maintenance, TETFund Scholarship, Teaching Practice for College of Education (COEs), Equipment Fabrication for Polytechnics, Entrepreneurship for Universities, Journal Publication, Manuscript Development, Conference Attendance, ICT Support/Advocacy, Institution Based Research (IBR), National Research Fund, and Library Development (Bogoro 2015).

Staff development Policy and Programmes in a viable environment are the key factors that determine academic staff development. TETFund Intervention on academic staff development strategically covers certain areas among which include: Study fellowship grants; Conference attendance; Institutional Base Research (IBR); Information and Commutation Technology (ICT); Journal publication; Library development; Infrastructural development that will result in academic staff development. Study fellowship training is a short-term educational activity which helps the teacher/lecturers obtain professional knowledge and abilities and new ideas considering the improvements in their fields and educational technologies (Hakan, 2013). A conference is a formal meeting or gathering where people of like mind converge to share ideas and make policies that will be beneficial to their field of study. A conference can also be a gathering where a group of people from different walks of life with common interests converge to share ideas, present problems in their field, and proffer solutions. Similarly, IBR aimed at supporting and enhancing basic academic research activities in our public tertiary educational institutions which had been abandoned due to paucity of funds.

A uniform TETFund intervention or appropriate staff development programmes such as Study fellowship grant, conference attendance, journal publication and IBR (independent variable) when properly implemented, will promote academic staff development. Therefore, improved numbers of qualified academics, improved research and publication output, improved communication



skills, enhanced promotion of academic staff, improved global ranking, improved accreditation programme; high level of student enrolment and graduation, improved community development service and reduced incidence of brain drain constitute the outcome of staff development programmes respectively.

Federal University, Gashua was established by the federal government of Nigeria on the 18th of February 2013 to accelerate equitable access to higher education in Nigeria and also to build institutions that can support Nigeria's drive towards rapid development through the availability of quality manpower and a knowledge-driven world best practice exposure for the sole purpose of facilitating competitiveness. The University's strategic goals in 2020 planned to attract and retain talents, transformational teaching and learning, high-impact research and commercialisation, international outlook efficient and effective information and communication technology (ICT), infrastructural development and fundraising, and leadership that matters in the institution and the civil society. The university positions itself to strictly and objectively achieve the stated goals to contribute its quota to the worldwide communities (Rasheed, 2020).

The contribution of Federal University Gashua to the socio-political, economic and technological advancement of a nation cannot be over-emphasized. This is because it is the peak in the three levels of education and also one of the various tertiary educational institutions with a different mission and visions in the area of teaching, research and community services. To effectively perform these roles, the university management has come to understand the importance of continuous staff training as part of a human resource development strategy to update staff skills in response to rapid changes in the world. It thus becomes imperative that its staff be engaged in continuous development to facilitate and improve their capabilities.

Therefore, it is against this background, that, this study seeks to assess the effect of the TETFund intervention programmes on academic staff development at Federal University Gashua, Nigeria respectively.

Statement of the Problem

The importance of staff development cannot be overemphasised. Thus, tertiary institutions are expected to employ and train competent and highly motivated lecturers to realise the goals of education. The government and management of tertiary institutions have come to understand the importance of continuous training of lecturers as part of a human resource development strategy to update lecturers' skills in response to rapid changes in the world (Suleiman, 2015).



In the dynamic landscape of higher education, the role of Tertiary Education Trust Fund (TETFund) interventions in fostering academic staff development has gained significant attention. As Federal University Gashua strives to uphold academic excellence, there is a pressing need to systematically examine and understand the specific impacts of TETFund interventions on the professional growth and overall development of its academic staff.

Key concerns include evaluating the alignment of TETFund interventions with the evolving needs of academic staff, identifying any gaps or challenges in the implementation process, and assessing the tangible outcomes on individual faculty members as well as the overall academic milieu at Federal University Gashua. Additionally, the research seeks to explore the perceptions of academic staff regarding the impact of TETFund initiatives on their professional development, job satisfaction, and the quality of education they deliver.

This research problem aims to address critical questions surrounding the effectiveness of TETFUND interventions in enhancing the knowledge, skills, and research capabilities of academic staff at Federal University Gashua. The multifaceted nature of TETFund initiatives, spanning infrastructure development, research grants, capacity building, and other educational interventions, necessitates a comprehensive investigation to discern the nuanced ways in which these interventions contribute to the academic advancement of faculty members.

Objectives of the Study

The central objective of the study is to assess the contribution of TETFund toward academic staff training and development at Federal University Gashua. Based on the above-mentioned purpose, the specific objectives of the study are:

- a. To examine the extent to which TETFund has contributed to study fellowship at Federal University Gashua, Yobe State, Nigeria
- b. To identify inhibiting factors that affect TETFund's intervention in Academic Staff Development at Federal University Gashua, Yobe State, Nigeria
- c. To propose strategies that can improve Academic Staff Development in Federal University Gashua, Yobe State, Nigeria

Research Questions

- a. What is the extent to which TETFund has contributed toward study fellowship at Federal University Gashua, Yobe State, Nigeria?



- b. Why are there setbacks to TETFund intervention on academic staff development in Federal University Gashua, Yobe State, Nigeria?
- c. What strategies could be adopted to improve academic staff development in Federal University Gashua, Yobe State, Nigeria?

Conceptual Review

Suleiman in Mela (2017), an educational trust fund is a trust established with the sole purpose of providing funding for education. The fund is established by a person or people depositing a sum of money into a trust, where it is managed by a third party called a trustee for the specified educational purpose. It can take the form of a fund benefiting a single individual, or it can be a charitable holding benefiting a group of people such as scholarship recipients, or an educational institution. The person or group establishing the educational trust fund is commonly called the grantor, donor or settler. They provide the money or other assets and stipulate the purpose money will be used for and any other conditions that must be met to use the money. The individual, group, or school that will be receiving money from the trust fund is called the beneficiary. The grantor appoints a person or people for the job of the trustee, who oversees the trust fund. The above statement implies that An Education Trust is established to pay for tuition, books, and/or other education-related expenses of named beneficiaries in the Trust. Trust payments are made directly to the school on tuition, books, or other.

The Education Trust Fund, recently renamed Tertiary Education Trust Fund (TETFund), is an intervention agency set up to intervene in public tertiary institutions, universities, polytechnics and colleges of education in the area of infrastructural development, provision of facilities, learning equipment's, research development and capacity building. The antecedent of this agency can be traced to the 1992 agreement between the Academic Staff Organization (ASUU) and the federal government to enhance financial input into the educational system and improve the quality of education in Nigeria (Akindojutimi, Adewale and Omtayo 2010).

According to Ajayi (2018), the Education Trust Fund can be depicted as the accumulation and dispensing of funds for educational purposes. It has additionally been viewed as the financial acts of tertiary institutions as far as taxation, spending, acquiring and loaning and it includes the methods of expenditure associated with the staffing, equipment and servicing, maintenance of higher institutions



Staff development of teachers is a process by which teachers review, renew and extend their commitments as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills, planning and practice with children, young people and colleagues through each phase of their teaching lives (Day 1999).

Staff development programme is a potent means of updating teacher's skills and knowledge for instruction and learning. It is noted that many teachers after graduation have little or no opportunity for re-training and their training ends as soon as they graduate with no opportunity for updating their knowledge and skills by attending seminars, workshops and conferences that will subsequently enhance their knowledge and skills and their classroom teaching (Mohammed, 2006).

Shahzad, Bhatt & Khalid (2007) view the development of staff (human resource) as being concerned with the provision of learning, development and training opportunities for individuals in an organisation to improve organisational performance. It is concerned with enhancing resource capability in line with the belief that an organisation's staff are the major source of competitive advantage. Thus, staff development implies developing the intellectual capital required by an organization as well as ensuring that the future and present needs of an organisation in terms of the right quality of people are created. However, this definition is organisation driven. It centred on how organisational performance will be improved through staff development strategies. It failed to identify the personal benefits for staff members. Staff development activities generally aim at improving, updating or maintaining employee's skills and abilities.

Given the above definition, we can opine that Staff development can be defined as the process of providing opportunities for employees to improve their knowledge, skills, and performance in line with the goals and values of the organisation and the interests and needs of the employees. This definition submits that the growth of employee development must be linked to the school district's strategic plan and the short and long-range workforce assets. Such a concept requires an ability to anticipate gaps in the knowledge and skills of the workforce and how the changing school system demographics, economic status, and present employee inventory will impact the accomplishment of stated goals and objectives. In this sense, staff development emphasizes organisational learning and is provided at the identified time of need either by the organisation, by an employee group, or by the individual worker. It emphasizes the premise that organisations will progress to the extent that people grow and develop. Hence, Staff development helps educators keep abreast of



expanding knowledge base on education so they can continually refine in their conceptual and craft skills. Similarly, we can opine that staff development in a broad sense, refers to the development of a person in his or her professional role. More specifically, "Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically". When looking at academic staff development, one must examine the content of the experiences, the processes by which the academic staff development will occur, and the context in which it will take place.

Similarly, Armstrong (2009) observed that staff development is an unfolding process that enables people to progress from a present state of understanding and capability to a future state in which higher-level skills, knowledge and competencies are required. It takes the form of learning activities that prepare people to exercise wider or increased responsibilities. This implies that Human Resource Development also known as Staff Development, simply means a series of organized activities conducted within a specified period and designed to produce behavioural change. It removes performance deficiencies, retrain displaced workers, trains in workplace safety, develops management personnel, and for career development.

Krishna (2011), further identified and encompassed three activities of the development of staff: training; education; and development.

- i. Training: This activity is both focused upon and evaluated against the job that an individual currently holds to improve job performance.
- ii. Education: This activity focuses on the jobs that an individual may potentially hold in the future and is evaluated against those jobs. This is intended to develop competencies not specific to any one job.
- iii. Development: This activity focuses upon the activities that the organization employing the individual may partake in in the future and is almost impossible to evaluate.

Drawing from Krishnar's submission, we can observe that, Staff development programmes include various means by which all categories of staff in an organization are encouraged to improve their capabilities and be more effective in job performance. Therefore, in Nigerian universities, staff development programmes refer to opportunities provided for staff to increase their knowledge, skills, experiences and understanding, thereby, improving their job performances. Hence, staff development is the key to achieving Organizational success and corporate objectives.



In a climate of socio-political changes, substantial changes to the curriculum and changes in accountability, staff development is becoming recognized as of central importance. Hence, the fundamental purposes of staff development are:

- i. To make people feel valued in their job.
- ii. To enable them to perform their job well through job satisfaction and motivation;
- iii. To help them prepare for changes in their work;
- iv. To make them feel willing and competent to contribute constructively to the development of the organization (Bradley 1991)

Inhibiting Factors to Academic Staff Development

Improper Assessment of Needs: The manpower needed for University education in terms of teaching staff is perhaps either being wrongly estimated or not assessed at all. There is a glaring gap in the student-teacher ratio, UNESCO (2000) attests to this assertion. Yet, for the Universities as for any other organization, human resources is recognized as the hub around which other resources revolve (Adeyemi and Uko-Aviomoh, 2004). Many factors have contributed to the misbalance between the quantity of teaching staff and student population over the years most of which are not isolated from each other. Apart from increasing enrolment figures of students, there have been noted, issues around underfunding, brain drain, poor working conditions and downfall in the economy as a whole (Adeyemi and Uko-Aviomoh, 2004). A severe shortage of teaching staff and rapid annual expansions in student admissions make the issues of staff requirement assessment a big planning enigma, the riddle of which seems yet to be resolved. **Policy:** Even though the National Policy on Education (NPE, 2014) made mention of the need to attend to the issue of inadequacy of quality and quantitative teaching staff for University education thus; "government is aware that only limited facilities exist for technical teachers' education... a conscious effort to expand the facilities for the training of technical teachers shall be made..." (Section 6, paragraph 50). However, the question of what "conscious effort" interprets and how is yet not clear as there seems not to be any streamlined programme or strategy of academic staff development policy framework for Nigerian Universities. Thus, many decades since the coming into a place of the NUC, there has remained a severe shortage of teaching staff in the Nigerian University system because of ineffective policy implementation leading to the wide gap in the teaching-staff-student ratio being experienced over the years (Omoregie and Hartnett, 1995; UNESCO, 2000).



Funding: Adeyemi and Uko-Aviomoh (2004) identified the under-funding of the Universities as one of the challenges of academic staff development in Nigeria's higher institutions. Inadequate or poor allocation of funds affects the conditions of service of university staff determining how many development opportunities are open for them. Thus, poor conditions of service lead to high teaching staff attrition in the phenomenal trend of brain drain as Giwa (2000) reported. The implication of this trend was the lack of sustainability and consistency in a systematised transmission of knowledge and development culture for the university's staff.

Lack of administrative willingness and capacity to drive academic staff development: Nigeria has enormous resources to attain an appreciable level of technological development, however, Rondinelli, (1998) noted poor managerial and administrative capacity to drive the development of the vast human resources as the major challenge for staff development in Africa in general. Rondinelli concludes that in countries where the education and training systems are not geared to the development of national capability as in Nigeria; attaining productive technology will remain elusive. What this means is that for higher institutions to survive the global economy that is constantly advancing technologically, academic staff development in HEIs must be strengthened through appropriate strategies for technological capacity building.

Ethnicity: Nigeria as a country is made up of over 250 ethnic groups that are socially, culturally, and historically distinctive (Ogunnika, 2013). The heterogeneity of Nigeria has been a major challenge to national development in the sense that rather than pursuing national development with a sense of unity, the numerous ethnic groups are constantly in competition to outwit the other. Unfortunately, the University education sub-sector which is meant to be a catalyst for national development appears to be at the mercy of the state's internal intricacies with issues of nepotism, corruption and ethnicity taking centre stage in the development of academic staff..

Corruption and Nepotism:: Another leadership challenge evident in higher education in Nigeria is the issue of nepotism; which is the tendency of leaders to favour their friends or loyalists in staff recruitment, staff placement on the job roles, promotion and selection for training and development. Anyebe (2014) noted that when people in leadership positions subject themselves to the cankerworms of parochialism, nepotism and ethnic chauvinism, then the boat of HEIs will be rocked irretrievably to destruction. The incidence of corruption and nepotism in the training and development of academic staff in the University education sub-sector as it exists is capable of



undermining teaching, research and community development and perhaps account for the existing parlous state of Nigerian Universities in the areas of research, innovation, teaching and learning.

Strikes: According to Akume and Abdullahi (2013), there is hardly a full academic session in student and staff crises that will not disrupt the academic calendar in higher education institutions in Nigeria. The major issue usually identified as a cause for these recurring strike actions is funding leaving scholars (Olukoju, 2002; Ezekwesili, 2006; Kpolovie and Obilor, 2013) to wonder why despite the country's oil wealth, Nigeria has not been able to fund HEI's adequately. Corroborating, the World Bank Nigeria Economic Report (World Bank, 2013) notes that despite the high economic growth reported in official statistics; Nigeria has yet to find a formula for translating its resource wealth into significant welfare improvements for the population.

Empirical Review

Ezeali (2017) in the study titled Impact of TETFund Intervention on Human Resources Development in Government Owned Tertiary Institutions in South Eastern Nigeria (2011-2016). The objectives of the study were to examine the extent to which TETFund intervention in staff training and development improves 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 were collected using structured questionnaires that were 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 in training and development has a great impact on improved skills and development of the staff of tertiary institutions, and TETFund sponsorship of academic staff to conferences and workshops has a significant impact on research and academic growth in tertiary institutions. The study concluded that even though TETFund has immensely improved human resources development in government-owned tertiary institutions, there is still a need for improvement. It therefore recommended an equal fund allocation formula to institutions and elimination of bureaucratic bottlenecks to encourage easy access to funds by tertiary institutions the present study is related to a former study as both studies showed interest in the impact of Tertiary Education Trust Fund intervention on academic staff in Nigeria in the area of training and development. However, the former study differs in that the former study in terms of population, and area of study was in the Southeast and used a descriptive



survey, the data collected were analysed using correlation tests while the present study centred on the effect of TETFund intervention on academic staff development at Federal University Gashua of Nigeria.

Ibrahim (2017) conducted a study on the topic title: Tertiary Education Trust Fund (TETFund), Research and Development and Nigeria's Higher Education, which focuses attention on the TETFund intervention in tertiary institutions, research and development as strategic for the growth and development of a country that requires funding; which was hitherto lacking in the Nigerian higher education system until the advent of TETFund, the study focused adequate attention on research and development (Rand D) and argues that strategic position of TETFund in Nigeria's educational system has much to do with research, inventions, innovations and studies, because education at this level brings solutions to challenges nations face in their quest to self-reliance and sustainability and identified challenges of TETFund to include funding to overcome the inadequacy of fiscal resources which threatens to erode the desired qualitative higher education output, in this regard, the research proffers solutions on how TETFund could be repositioned for optimum performance. The present study is related to the former study as both studies showed interest in Tertiary Education Trust Fund intervention in selected tertiary institutions in Nigeria, both used primary and secondary data. However, the study differs in that the former study centred on the Tertiary Education Trust Fund (TETFund), Research and Development and Nigeria's Higher Education, while, the present study centred on the effect of TETFund intervention on academic staff development at Federal University Gashua of Nigeria.

Rahmat Talatu Umar (2017), conducted a study on the topic: In-Service Training Needs of Colleges of Education Business Teachers for Job Performance and Sustainable Development in North-West Geo-Political Zone, Nigeria. The study investigated the influence of in-service training needs on the job performance of lecturers in colleges of education for sustainable development in North-west Geo Political Zone, Nigeria. Two research questions were answered and two null hypotheses were tested at 0.05 levels of significance, to determine the influence of conferences and workshops on the job performance of lecturers in the college of education in the north-west geopolitical zone, Nigeria. The study used a survey research design. The population was ninety lecturers (90) of the Department of Business Education in colleges of education in the northwest geo-political zone, Nigeria. The whole population was used for the study and therefore, no sampling was made for the study. The instrument used for data collection was a questionnaire.



The research questions were answered using mean and standard deviation. The null hypotheses were tested using regression analysis at 0.05 levels of significance. The findings of the research revealed that there are significant influences of lecturers' conferences and workshops on their job performance. Based on this, it was concluded that in-service training improves lecturers' job performance in colleges of education in the north-west geo-political zone of Nigeria, thus there is a need for in-service training for colleges of education teachers. The research recommended that in-service training should be given to every staff in colleges of education to improve their job performance and for sustainable development as far as the teaching and learning process is concerned. The study is related to the present study because both studies focused on academic staff training and development programmes but differed from the former which assessed the influence of in-service training needs on the job performance of lecturers in colleges of education for sustainable development in North-west Geo Political Zone, while the present study focused on the effect of TETFund intervention on academic staff development at Federal University Gashua of Nigeria.

Bello and Mela (2022) researched the topic: In-Service and Off-The-Job Training and Workers' Performance in Federal University Gashua, Yobe State, Nigeria: The Nexus. This study investigated the impact of in-service training and staff development on workers' job performance and optimal productivity at Federal University Gashua, Yobe State, Nigeria. The study used a survey research design. Three research questions and three hypotheses were generated and tested using questionnaire items adapted from Raja, et al (2014) but subjected to manipulation by the researchers which contained a closed-ended type of questionnaire based on the research questions and hypotheses and were structured on a four-point Likert scale. The instrument was administered using a simple random sampling to draw a sample size of 152 respondents from a population of 244 while 134 questionnaires were returned. Data generated were analyzed using Analysis of Variance (ANOVA) and Multiple Regression Analysis to test the hypotheses at 0.05 level of significance. The result of the findings showed that in-service and off-the-job training had non-significant combined effects but significant relative effects on workers' optimal job productivity. The study therefore recommended that Federal University Gashua should design proper and functioning in-service and off-the-job training of staff development programmes for their workers to boost their morale, enhance their performance and in addition ensure that workers' training are conducted frequently to ensure they cope with changing technological environment and organizational climate in the University and the entire society at large. This study is related to the



present study because both studies centred on staff development at Federal University Gashua. However, the former study focused on In-Service and Off-The-Job Training and Workers' Performance at Federal University Gashua while the present study assesses the contribution of TETFund toward academic staff development at Federal University Gashua, Nigeria.

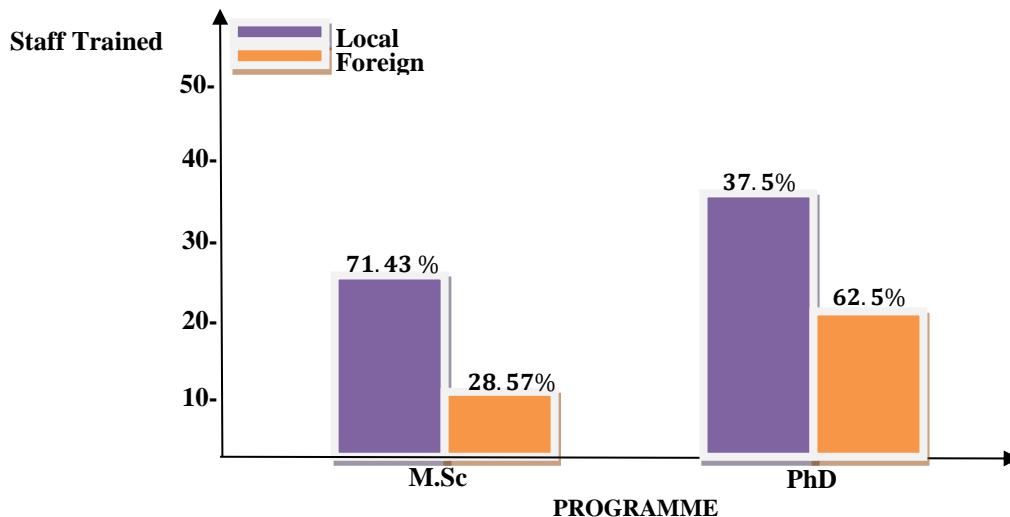
Discussion

On the extent to which TETFund has contributed towards Study Fellowship at Federal University Gashua, records from the university revealed that as of 2020, the total Academic Staff is equal to 365, while, Trained Staff=91 (TETFund Official document 2021)

Therefore:

Percentage of Trained Staff = $\frac{91}{365} \times 100 = 24.93 \%$

1. Percentage of Trained Staff(M.Sc) = $\frac{35}{91} \times 100 = 38.46 \%$
 - Masters Degree(Local) = $\frac{25}{35} \times 100 = 71.43 \%$
 - Masters Degree(Foreign) = $\frac{10}{35} \times 100 = 28.57 \%$,
2. Percentage of Trained Staff(Ph. D) = $\frac{56}{91} \times 100 = 61.54 \%$
 - Doctorate Degree(Local) = $\frac{21}{56} \times 100 = 37.5 \%$
 - Doctorate Degree (Foreign) = $\frac{35}{56} \times 100 = 62.5 \%$



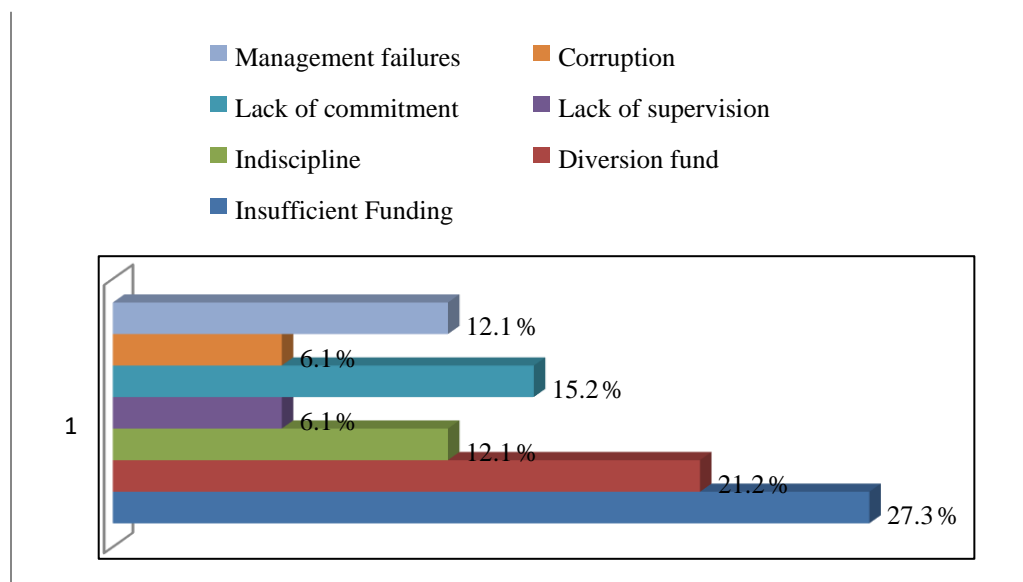
Source: (Field Survey 2023)

From the bar chart above, the report shows the percentage of staff being trained in the university. Only 24.93% of academic staff received study intervention while 76% are yet to enjoy or benefit from such training intervention programmes offered by TETFund to academic staff in the University. Those who benefited from local study fellowships for both Master and PhD



programmes constituted 75% while those who benefited from foreign study fellowships for both Master and PhD programmes constituted 25%. Access is easier on local study fellowships than foreign study fellowships in the study area.

Factors affecting the contribution of TETFund toward academic staff Training in Federal University Gashua, Yobe State, Nigeria



Source: (Field Survey 2023)

The record from the university shows that 27.3% indicated that insufficient and constantly delayed study fellowship allowance was the number one factor affecting the contribution of TETFund toward academic staff training and development in Federal University Gashua, Yobe State, Nigeria. It was revealed that in certain instances staff have to engage in other sources of income like loans and salary to be able to attend training, feed, pay their children's fees and meet other financial obligations. In addition, there are cases of diversion of funds by the benefiting staff and the university management which represent (21.2%). Also, 12% portrayed indiscipline among the benefiting staff. Poor supervision is represented by 6%, and 15% of our records revealed that there is a lack of commitment toward training within the system represented by (6.1%) which affects the contribution of TETFund toward staff training and development in the University. Finally, the failures of the university management to play its roles of protecting the rights of the staff in terms of the welfare and benefits accruable to them from the government, adequately defining staff schedules of duty, disciplining errant superiors, etc. all constituting 12.1%.



Research Gap

One major problem most of the works highlighted was the quantitative aspect of staff development outcomes. Most of the researchers agreed on the correlation between staff development, motivation and productivity, but, none of the works reviewed adduced any empirical evidence to prove or disprove the correlation. Most of the studies reviewed relate in substantial ways to this research. Therefore, the recommendations in the works reviewed are relevant to this study in so far as they would serve as guidelines when concluding this study

Even though there is an avalanche of empirical studies on the contribution of TETFund toward the development of academic staff at Federal University Gashua, the existing evidence suggests that research in this area is promising. Most of the studies reviewed were carried out outside the North Eastern States, while others were mostly done in the southeast. The few studies conducted on the educational sector did not focus on academic training and development; also, some research works referred to were undertaken some years ago. So, there is a possibility that the findings they produced are outdated in the current environment. In addition, due to ineffective training policy implementation, some universities are faced with a gap between the actual productivity and the expected performance. This study is therefore motivated by the need to fill these gaps.

Conclusion

TETFund contribution to the academic staff training and development at Federal University Gashua, Yobe State of Nigeria is enormous. It is actively involved in the training of academic staff, both at home and abroad. Through TETFund's Academic Staff Training and Development (AST&D), several lecturers and instructors have acquired Master's and Doctorate degrees in Nigerian and foreign universities which boasts the quality of teaching staff in the Nigerian University system. Manpower development and availability problems in the Institution, to some extent, have been addressed by TETFund.

In addition, academic staff in the institution are been sensitized through conferences, workshops, seminars and short course opportunities offered by TETFund both at home and abroad. Through research funds and support provided by TETFund, academic staff at Federal University Gashua of Nigeria are now actively involved in research, documentation and development. The findings of their research are being published in reputable journals globally and this is creating an avenue for them to contribute to building knowledge in their respective fields and areas of specialization.



Another area of effectiveness of TETFund's contribution is in the aspect of supporting and funding infrastructural development which has made teaching and learning easier in public higher institutions in the region. This effectiveness translates into the availability of adequate academic facilities for teaching and learning in the University. The effectiveness of TETFund contribution to the development of higher education at Federal University Gashua, Yobe State, Nigeria is felt in the area of research, documentation and development. Today, research culture is well encouraged among academic staff in the university through funds and support provided by TETFund. Thus, it is obvious to affirm that TETFund, annual and special interventions to public higher institutions are effective in the development of higher education in Federal University Gashua, Yobe state of Nigeria.

And, considering the ongoing conflict in the North-East region and the destructions which have affected several TETFund projects in higher institutions in the region, there is a need to create ways to improve TETFund contributions toward academic staff training and development. This improvement will result in the coming up of more capital projects, renovation of those affected by Boko Haram insurgency and giving higher institutions in the region a second chance to enjoy the benefits amounting from TETFund contributions to public tertiary institutions nationwide.

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