

Revitalizing Higher Education: An in-Depth Analysis of TETFund Intervention Policy and its Impact on Staff Development in Kogi State

Olatunji John Alabi¹; Ukwumonu Patrick Okeme²; and Olufemi Ifahtimehin Olayemi³
Prince Abubakar Audu University, Anyigba, Kogi State-Nigeria

Abstract:- This study examines the impact of Tertiary Education Trust Fund (TETFund) intervention on staff development in three tertiary institutions in Kogi State: Prince Abubakar Audu University (PAAU) Anyigba, Kogi State Polytechnic, and Federal College of Education Okene. Focused on the challenges of inadequate education financing in Africa, particularly Nigeria, the study aims to (1) review the TETFund Intervention Policy and (2) assess its effects on staff development in Nigerian universities. Utilizing a survey research design, data were collected from 1,098 respondents through structured questionnaires and interviews. The analysis, employing descriptive and inferential statistics, highlights the positive impact of TETFund intervention on infrastructure, staff training, and institutional development. The findings underscore the need for sustained funding with rigorous monitoring for Nigerian tertiary institutions.

Keywords:- Tertiary Education, TETFund, Policy Implementation, Staff Development.

I. INTRODUCTION

Staff development programs play a crucial role in enhancing the capabilities of personnel within an organization, fostering improved job performance. In the context of Nigerian Universities, these programs encompass a spectrum of opportunities aimed at augmenting staff knowledge, skills, experiences, and overall job proficiency. According to the National Universities Commission (NUC) (2008), the range of opportunities available for academic development extends from undergraduate studies to doctoral programs, encompassing postgraduate diplomas and diverse short-term training initiatives like conferences, seminars, workshops, contributing articles to educational journals, engaging in visiting appointments, and participating in induction programs for new faculty members. Furthermore, professional development activities include staff meetings, active involvement in committees, mentorship from experienced colleagues, and the delegation of authority responsibilities, all meticulously designed to foster professional advancement and job satisfaction (Cole, 2002; Lucey, 2005; Mathis & Jackson, 2006).

To achieve its goals, the Tertiary Education Trust Fund (TETFund) functions in accordance with the 2011 TETFund Act, which mandates a 2% education tax on the assessable

profits of registered entities in Nigeria. The responsibility of assessing and collecting this education tax falls under the purview of the Federal Inland Revenue Service (FIRS). Subsequently, the collected funds are distributed to both federal and state educational institutions. The TETFund conducts thorough assessments of projects funded through these allocations in adherence to the stipulations outlined in the TETFund Act of 2011.

The fundamental mandates of tertiary institutions are centered on researching, teaching, and learning. The achievement of societal educational objectives relies significantly on the caliber of teaching and learning, with essential contributions coming from both educators and students. Educators need competent skills in curriculum delivery, while students are expected to exhibit high levels of commitment and dedication to learning (Ukpai & Ereh, 2016).

Highlighting the necessity for substantial investments in university education, Ukpai and Ereh (2016) emphasize that universities must effectively manage financial resources. While government budgets provide funding for university administration, tertiary institutions are urged to seek alternative funding sources, including private organizations, business investments, foreign aid, payments for university services, and endowment funds. Transparent and judicious use of revenues from these sources is crucial in meeting institutional needs (Ukpai & Ereh, 2016).

The discourse underscores that the fundamental aim of TETFund is to generate supplementary revenue for bolstering tertiary educational institutions in Nigeria. This encompasses the issuance of grants and scholarships to exceptional students and staff, ultimately augmenting and redistributing financial resources to enhance the quality and efficacy of higher education in Nigeria. These collective endeavors serve as integral components in the ongoing enhancement of the academic sphere. Building upon this foundation, the study delves into an exploration of the multifaceted impacts of TETFund intervention on staff development in selected tertiary institutions in Kogi State.

➤ Research Problem

The alarming inadequacy of funding for tertiary education in Nigeria, a concern underscored by a 2010 World Bank study, presents a formidable challenge. This funding deficit is particularly pronounced in African

nations, with Nigeria at the forefront. The repercussions are profound, adversely affecting the training and development of lecturers/staff and consequently resulting in subpar performance. The deteriorating state of infrastructural facilities further compounds the issue, impacting student enrollment rates and academic performance.

Beyond the global economic recession, Nigeria grapples with factors such as the decline in revenue from the oil sector (a significant economic pillar), Inadequate stewardship of economic resources, diminished earnings in non-oil industries resulting from neglect, and an upswing in corruption spanning diverse sectors. These challenges have hampered the Nigerian government's ability to generate sufficient resources to adequately finance higher education (Jaja, 2013). Consequently, higher institutions must seek internal funding sources to supplement government subventions, aiming to enhance the subpar standard of staff development and institutional infrastructure.

In addressing these challenges, the 1993 Education Tax Act, No 7, gave rise to the establishment of the Tertiary Education Trust Fund (TETFund) as an intervention agency. Enacted by the Tertiary Education Trust Fund Establishment Act of 2011, this legislation superseded earlier laws and mandated the agency to supervise, allocate, and monitor education tax for government-owned tertiary institutions.

The research problem lies in assessing the efficacy of TETFund's mandate, as outlined in paragraphs 7(1) (a) to (e) of the 2011 TETFund Act. This mandate includes providing significant physical facilities, educational equipment, supporting research, and facilitating academic and non-teaching staff training and development. The study aims to critically evaluate whether TETFund has successfully addressed these challenges, identifying historical gaps and policy nuances to offer a comprehensive perspective.

By delving into historical facts and figures, the study seeks to uncover any lapses in policy implementation, providing a nuanced understanding of the obstacles faced by TETFund in fulfilling its mandate. Through this assessment, the research aims to contribute to policy refinement and strategic adjustments to foster sustained improvements in Nigeria's tertiary education landscape.

➤ *Research Questions*

This study is guided by the following research questions:

- Does the intervention policy of Tertiary Education Trust Fund (TETFund) have a discernible positive impact on staff development, enhancing lecturers' morale in teaching and mentoring?
- To what extent has the TETFund intervention policy effectively addressed the infrastructural developmental needs in terms of staff development?
- Has the TETFund intervention policy contributed to an increase in student enrollment and fostered an improved reading culture, consequently impacting staff development?

➤ *Research Hypotheses*

This study is guided by the following null hypotheses:

- H01: There is no significant relationship between TETFund policy intervention and staff development, nor does it have a meaningful impact on improving lecturers' morale in teaching and mentoring.
- H02: TETFund policy intervention funding does not exhibit a significant relationship with the provision of infrastructural developmental needs.
- H03: TETFund intervention policy has not significantly contributed to an increase in the rate of students' enrollment, positively influenced an improved reading culture, or fostered staff development in teaching and mentoring in educational institutions.

➤ *Population of the Study*

This study targets the members of staff across three selected tertiary institutions in Kogi State: Prince Abubakar Audu University (PAAU) Anyigba, Kogi State Polytechnic, and Federal College of Education Okene. The combined staff strength of 13,345 constitutes the study population.

➤ *Scope of the Study*

The study will focus on three specific tertiary institutions in Kogi State: Prince Abubakar Audu University (PAAU) Anyigba, Kogi State Polytechnic, and Federal College of Education Okene. This targeted approach allows for a detailed examination of the impact of TETFund intervention policy within a defined academic context.

II. CONCEPTUAL LITERATURE REVIEW

In the Nigerian context, public universities heavily rely on government funding, with approximately 90 percent of their income originating from government coffers. This stands in contrast to private universities, where only 3.5 percent of funding comes from proprietors, and the majority is sourced from students' tuition fees (Akinyemi, 2013). While private universities operate with a profit motive, government-owned institutions should draw lessons from the private sector to enhance their strategies.

Despite the crucial role of education in the advancement of the nation, funding challenges pose a dilemma for university education in contemporary Nigeria. The insufficient financial support has resulted in a scarcity of vital teaching and learning resources, leading to the deterioration of existing infrastructure and a dependence on conventional teaching techniques. The funding deficit has impeded the integration of modern teaching methodologies, including the utilization of Information Communication Technology (ICT), internet connectivity, computers, projectors, and simulators (Nkwede, 2009).

Despite budget allocations, Nigerian universities face challenges, as highlighted by Ajayi and Ekundayo (2006). The government has consistently fallen short of UNESCO's recommendation of allocating 15-20% of the total budget to the education sector. Infrastructural decay, incomplete projects, poorly equipped libraries and laboratories, and a

decline in research activities persist despite increased school fees.

Recognizing the challenges in meeting the high cost of subsidizing Nigerian higher education, the federal government acknowledges the need for alternative funding sources. Education is a privilege, and to uphold this in Nigeria, tertiary education must be better financed. Despite decreasing budgetary allocations, alternative funding sources are crucial for ensuring quality education in Nigerian tertiary institutions (Ajayi & Ekundayo, 2006).

Human resources play a vital role in organizational functioning, with staff development programs identified as crucial mechanisms for improvement. Employees, or staff, can identify weaknesses and improve by observing experienced colleagues or relying on their insights. Staff development programs encompass a range of educational and training activities designed to enhance knowledge, experiences, attitudes, understanding, and skills. The ultimate goal is to bridge the gap between actual performance and required standards, thereby improving productivity (Adamu, 1998; Kangiwa, 1998).

In organizations, staff development is crucial for improvement, achieved through various programs. These programs aim to provide staff with additional knowledge and skills needed for effective performance, thereby assisting organizations in achieving their objectives (Ahmad, 1999).

Academics and researchers share a common comprehension of staff development initiatives, which function as mechanisms to equip staff with the skills needed to navigate the challenges encountered throughout their tenure, spanning from commencement to retirement. In Nigerian universities, staff development programs encompass opportunities provided by both governmental and private entities to augment the capabilities of staff through diverse training methodologies. These opportunities include educational training courses, short-term programs (such as conferences, seminars, and workshops), scholarly writing, sabbatical leave, and staff induction initiatives. Additionally, staff members undergo development through engagements like committee participation, attendance at staff meetings, delegation of responsibilities, as well as coaching and mentoring by seasoned staff, all geared towards enhancing the quality of teaching and enriching students' learning experiences (Hussain, 2000).

The implementation of the Tertiary Education Trust Fund (TETFund) policy in Nigerian tertiary institutions has sparked scholarly attention. Researchers are conducting studies to understand the implementation strategies, impacts, and challenges faced by the policy in tertiary institutions. This reflects a growing interest in evaluating the effectiveness of TETFund policy implementation within the Nigerian higher education landscape.

A. *Conceptual Literature Review*

The theoretical discourse related to the research theme, "Tertiary Education Trust Fund (TETFund) Intervention Policy and Staff Development in Nigerian Universities," covers essential topics, including financial obstacles in higher education, the functions of TETFund, and the consequences of intervention policies on the development of university staff.

➤ *Funding Challenges in Higher Education*

Nigeria, like many developing nations, grapples with significant challenges in financing higher education. Public universities heavily depend on government allocations, resulting in financial constraints that affect infrastructure, research, and overall academic quality. This aligns with the findings of Akinyemi (2013), who highlights the disparity in funding sources between public and private universities. The inadequacy of traditional funding models has prompted the need for alternative sources to sustain and enhance tertiary education.

➤ *The Role of TETFund*

The establishment of the Tertiary Education Trust Fund (TETFund) marked a pivotal response to the financial difficulties confronting higher education in Nigeria. Enacted through the TETFund Act of 2011, the mandate bestowed upon the agency encompasses the supervision, allocation, and monitoring of education tax funds designated for government-owned tertiary institutions. This strategic move was designed to augment government funding and enhance the overall quality of education in these institutions. Ajayi and Ekundayo (2006) underscore the significance of TETFund as a proactive measure by the Nigerian government, recognizing the limitations of traditional funding approaches for higher education.

➤ *Impact of TETFund Intervention Policies on Staff Development*

Staff development is a crucial aspect of academic institutions, influencing teaching quality, research output, and overall institutional performance. TETFund's intervention policies, as outlined in the 2011 Act, prioritize areas such as infrastructure, equipment, research, and staff training. The success of these interventions in enhancing staff development is a subject of scholarly inquiry.

Research by Kusari (1995), Abdu (1998), and Abah (1999) emphasizes that staff development programs play a pivotal role in preparing personnel for their tasks, challenges, and continuous improvement. In the context of Nigerian universities, TETFund's policies are expected to contribute to the professional growth and effectiveness of academic and non-teaching staff.

➤ *Challenges and Policy Gaps*

Despite the positive intentions of TETFund, challenges persist. The government's failure to meet UNESCO's recommended budget allocation for education (Ajayi & Ekundayo, 2006) highlights systemic issues. There is a need to critically assess the efficacy of TETFund interventions in addressing these challenges, including issues of

transparency, implementation efficiency, and the overall impact on the intended beneficiaries.

In conclusion, the conceptual literature review establishes a foundation for the research by exploring the funding landscape of Nigerian higher education, the role of TETFund as an intervention, and the anticipated impact of TETFund policies on staff development. As the study progresses, it will critically engage with these concepts to inform a nuanced understanding of the TETFund intervention policy and its implications for staff development in Nigerian universities.

III. EMPIRICAL LITERATURE REVIEW

➤ *Ali and Bara (2015): Impact of TETFund on Tertiary Institutions in North Eastern States*

Ali and Bara conducted a study in 2015, focusing on the impact of the Tertiary Education Trust Fund (TETFund) on tertiary institutions in three North Eastern states of Nigeria (Yobe, Bauchi, and Gombe). Their findings indicated that TETFund intervention had significantly improved the institutions in terms of staff training, research capabilities, and availability of academic resources. However, the study identified challenges, including unequal fund allocation and the awarding of contracts to non-professional contractors, suggesting a need for more equitable distribution and improved project oversight.

➤ *Udu and Nkwede (2014): TETFund Interventions in Ebonyi State University*

In 2014, Udu and Nkwede explored TETFund interventions in Nigerian higher education, with a specific focus on Ebonyi State University. Their study highlighted positive effects on human and infrastructural development in the university. TETFund allocations were found to be crucial for sustainable development, addressing aspects such as infrastructure, library enhancement, research grants, and staff training. The researchers emphasized the need for effective management to maximize the benefits of TETFund interventions.

➤ *Famurewa (2014): Insufficient Financing as a Challenge in Higher Education*

Famurewa's 2014 study delved into the challenges of insufficient financing in higher education in Nigeria. The research emphasized the necessity for tertiary institutions to supplement government financing and recommended a focus on Internally Generated Revenue (IGR) projects. Famurewa suggested that IGR could support research initiatives and developmental projects, fostering a conducive environment for educational consistency and improved standards.

➤ *Ugwuanyi (2014): Evaluation of Education Trust Fund (ETF) Impact (1999–2010)*

In 2014, Ugwuanyi evaluated the impact of the Education Trust Fund (ETF) between 1999 and 2010. The study concluded that ETF had positively influenced the Nigerian educational sector, enhancing teaching and learning conditions for both staff and students. The research

identified ETF distribution formulas and eligibility criteria for staff recipients. Despite the positive outcomes, challenges such as exclusion of principal officers and the need for efficient tax collection were highlighted. Ugwuanyi recommended increased support, efficient tax collection, and collaborative efforts with the Federal Inland Revenue Service (FIRS) to maximize ETF contributions.

➤ *Adavbiele (2016): Effect of Education Trust Fund (ETF) on Tertiary Institutions*

In 2016, Adavbiele investigated the effect of the Education Trust Fund (ETF) on tertiary institutions, focusing on Ekiadolor Edo State College of Education as a case study. The study recognized ETF as an intervention to address the decline in material and human assets in Nigerian higher educational institutions. However, Adavbiele highlighted challenges within ETF, including ineffective internal control, risking resource misappropriation. The study called for improved accountability, management balance, and a fair sharing formula among tertiary institutions.

Collectively, these empirical studies underscore the positive impact of intervention policies such as TETFund and ETF on Nigerian tertiary institutions. However, challenges related to fund allocation, project oversight, internal control, and equity persist. Recommendations from these studies emphasize the importance of effective management, transparent allocation, and collaborative efforts with relevant government agencies to ensure the sustainability and optimal impact of these intervention funds. The findings suggest a need for ongoing research and policy adjustments to address emerging issues and enhance the overall effectiveness of educational financing in Nigeria.

➤ *Theoretical Framework: Resource Dependence Theory*

The conceptual framework for this study will utilize the Resource Dependence Theory to examine and elucidate the funding intricacies inherent in Nigerian universities, with a specific emphasis on the Tertiary Education Trust Fund (TETFund) as a case study. Emerged from the realms of organizational and management behavior disciplines, the Resource Dependence Theory asserts that the conduct of organizations is shaped by the accessibility of external resources essential for their sustenance (Fowles, 2014).

➤ *Application of Resource Dependence Theory to TETFund Intervention:*

In the context of Nigerian higher education, the Resource Dependence Theory becomes particularly relevant, emphasizing the need for institutions to engage in transactions with external organizations and actors to acquire essential resources. TETFund, as an educational intervention agency, aligns with this theory. Established with the mandate of providing additional financial assistance to public higher institutions, TETFund relies on external resources, primarily the 2% education tax paid by organizations incorporated in Nigeria (TETFund Act, 2011).

According to Fowles (2014), the Resource Dependence Theory suggests that institutions should engage in transactions to secure resources. In the case of TETFund, these transactions involve the collection of the education tax by the Federal Inland Revenue Service (FIRS), emphasizing the external dependence of TETFund on this revenue stream. The agency then utilizes these resources for the rehabilitation, recovery, and enhancement of higher education in Nigeria, in alignment with the principles of the Resource Dependence Theory.

➤ *Evaluation of TETFund Intervention:*

Nisar (2015) utilized the Resource Dependence Theory to examine the outcomes of performance-based financing in higher education. Similarly, this study assesses the impact of TETFund's intervention by analyzing the extent of funding linked to its resources and the reliance of universities on these financial provisions. The theory posits that the efficacy of such interventions is closely tied to the financial magnitude associated with these resources, exerting influence on institutional behavior.

In the context of TETFund, the agency allocates funds for diverse purposes, encompassing infrastructure development, provision of equipment, research initiatives, and staff training. The primary revenue source, the 2% education tax, aligns with the principles of the Resource Dependence Theory, as TETFund relies on the tax contributions from external organizations for its financial sustenance.

➤ *Implications and Recommendations:*

Understanding the Resource Dependence Theory in the context of TETFund's intervention provides insights into the agency's funding dynamics. To enhance the impact of such interventions, it becomes crucial to explore ways to increase the financial resources available to TETFund, ensuring a more substantial influence on institutional behavior. This may involve policy adjustments, such as revisiting the education tax rate or exploring additional funding sources.

By applying the Resource Dependence Theory, this study aims to contribute to the broader understanding of the dynamics between educational intervention agencies and external funding sources within the Nigerian higher education landscape. The findings may inform policy decisions aimed at optimizing the impact of interventions like TETFund, ultimately fostering the enhancement and preservation of standards in tertiary educational institutions in Nigeria.

IV. METHODOLOGY

➤ *Research Design:*

This research employs a survey research design to thoroughly examine the influence of the Tertiary Education Trust Fund (TETFund) intervention policy on staff development in chosen federal universities of Southwestern Nigeria.

➤ *Sampling Procedure:*

A purposive sampling procedure is employed to ensure the inclusion of staff members who have both benefited from TETFund intervention and those who have applied but have not been granted. Structured questionnaires are administered to 372 members of staff in Prince Abubakar Audu University Anyigba, 369 in Kogi State Polytechnic Lokoja, and 357 in Federal College of Education Okene, totaling 1,098 respondents. The sample size determination follows the Taro Yamani technique formula. Additionally, six respondents, comprising Deputy Vice-chancellors (Academic) and TETFund Desk Officers, are selected for in-depth interviews.

➤ *Data Sources:*

• *Primary Data:*

✓ *Questionnaire:*

A meticulously structured questionnaire is distributed randomly among selected staff members from the three federal universities in Southwestern Nigeria.

✓ *Interview:*

In-depth interviews are conducted with two representatives from each of the three federal universities, totaling six respondents. The interviewees include Deputy Vice-chancellors (Academic) and TETFund Desk Officers.

• *Secondary Data:*

Relevant secondary data is gathered from textbooks, journals, internet sources, and TETFund desk office publications of the three selected federal universities in Southwestern Nigeria.

V. DATA ANALYSIS

Both primary and secondary data are subjected to a rigorous analysis utilizing descriptive and inferential statistical methods. The content of the TETFund policy is extensively reviewed to achieve the study objectives. Descriptive statistics are employed to summarize and interpret the primary data. Inferential statistics, specifically correlation analysis, are utilized to assess the study hypotheses. Additionally, content analysis is applied to scrutinize the interview responses, providing valuable qualitative insights.

By adopting this methodological approach, the study aims to conduct a thorough investigation into the impact of the Tertiary Education Trust Fund (TETFund) intervention policy on staff development. This approach encompasses both quantitative and qualitative dimensions, allowing for a comprehensive analysis. The incorporation of primary and secondary data sources further enhances the robustness and depth of the research findings.

A. Data Interpretation and Analysis

➤ Results:

• Objective 1: Review the Content of the TETFund Intervention Policy

In Table 1, we present a comprehensive analysis of respondents' perceptions regarding the key content areas of the TETFund Intervention Policy.

Table 1 Review of the Content of the TETFund Intervention Policy

Variables	Frequency	Percentage
Revamping collapsed infrastructures in Nigerian tertiary institutions		
Strongly Agree	748	66.8
Agree	297	29.2
Strongly Disagree	37	2.8
Disagree	16	1.2
Reviving structural development in Tertiary education in Nigeria		
Strongly Agree	382	32.4
Agree	690	65.6
Strongly Disagree	18	1.5
Disagree	8	0.6
Making Nigerian Universities /tertiary institutions develop at par with reputable tertiary institutions across the globe		
Strongly Agree	432	37.3
Agree	604	55.7
Strongly Disagree	41	5.4
Disagree	21	1.6
Training and retraining of members of staff in tertiary institutions		
Strongly Agree	326	31.6
Agree	605	52.7
Strongly Disagree	135	11.8
Disagree	32	4.0
Consistent Maintenance of Quality and Standards in Nigerian Higher Education Institutions		
Strongly Agree	412	37.9
Agree	588	50.0
Strongly Disagree	68	8.7
Disagree	30	3.9
Provision of adequate infrastructural facilities		
Strongly Agree	388	34.6
Agree	576	55.3
Strongly Disagree	87	6.7
Disagree	47	3.4

Source: Field Survey 2023

➤ *Revamping Infrastructures:*

An overwhelming majority (67%) of respondents expressed strong agreement with the notion that TETFund is designed to revamp the collapsed infrastructures in Nigerian Universities. Remarkably, only a minimal 2% vehemently disagreed with this fundamental aspect of the TETFund intervention policy.

➤ *Structural Development:*

A substantial 65% of respondents agreed that the TETFund policy intervention is directed towards revitalizing the structural development of tertiary institutions in Nigeria. Further scrutiny reveals that 30% of respondents firmly endorsed the idea of infrastructure revamping as an integral content of the TETFund policy.

➤ *Global Competitiveness:*

The objective of aligning Nigerian Universities with global standards garnered notable consensus, with 55% of respondents in agreement. In contrast, 37% expressed agreement, indicating recognition of the policy's intent to position Nigerian Universities at par with renowned global counterparts.

➤ *Staff Training and Retraining:*

A significant 53% of respondents acknowledged that regular training and retraining of academic staff is a core element of the TETFund intervention policy. However, it's noteworthy that around 12% held a strong disagreement with this particular aspect.

➤ *Quality Maintenance:*

Fifty percent of the participants agreed that the TETFund policy includes the maintenance of quality and standards in Nigerian universities. Conversely, a small minority, comprising 9% of the respondents, strongly disagreed with this particular facet of the intervention policy.

➤ *Infrastructure Provision:*

A majority of 55% agreed that the provision of infrastructural facilities is an inherent content of the TETFund intervention policy. Impressively, 35% strongly endorsed this idea, while less than 7% strongly disagreed.

Table 2 More Content of the TETFund Intervention Policy

Variables	Frequency	Percentage
Provision of research books	52	18.7
Quality training of staff	102	26.9
Financial Management	107	30.4
Provision of other materials	40	10.4
Construction of Buildings	34	11.4

Source: Field Survey 2023

The examination of Table 2 provides a detailed insight into the perceptions of respondents regarding supplementary contents encompassed within the TETFund Intervention Policy.

➤ *Key Observations:*

• *Financial Management:*

A substantial 30% of respondents identified financial management as an integral content of the TETFund Intervention Policy. This underscores the recognition of the policy's role in not only allocating funds but also in effectively managing and optimizing financial resources within the tertiary education landscape.

• *Quality Training of Staff:*

Approximately 26% of respondents highlighted the emphasis on quality training for staff in higher institutions as an additional content of the TETFund policy. This finding signifies the acknowledgment of TETFund's role in enhancing the professional development of academic and non-teaching staff.

• *Provision of Research Books:*

Nineteen percent (19%) of respondents asserted that the provision of research books stands as another significant content of the TETFund policy. This acknowledgment underscores the policy's commitment to fostering a conducive academic environment through the availability of essential research materials.

• *Construction of Buildings:*

A notable observation is that less than 12% of respondents expressed the belief that the TETFund policy encompasses the construction of buildings, including lecture halls and hostels. While this aspect garnered relatively lower recognition, it still suggests a fraction of respondents perceiving infrastructural development as part of the TETFund's scope.

• *Table 3: Effects of TETFund Intervention Policy on Staff Development in Tertiary Institutions in Kogi State*

Table 3 Effects of TETFund Intervention Policy on Staff Development in Kogi State

Variables	Frequency	Percentage
Grants to carry out research to solve societal problems		
Strongly Agree	396	35.2
Agree	569	54.9
Strongly Disagree	99	7.7
Disagree	34	2.1
Outcomes of researches have brought development		
Strongly Agree	279	28.6
Agree	687	60.8
Strongly Disagree	92	7.5
Disagree	40	3.1
Grant has broadened research capacity		
Strongly Agree	325	25.4
Agree	646	66.1
Strongly Disagree	92	6.4
Disagree	35	2.1
Conference attendance has broadened knowledge		
Strongly Agree	348	30.5
Agree	634	61.0

Strongly Disagree	90	6.5
Disagree	26	2.0
Students are being taught better through acquired knowledge in conferences participation		
Strongly Agree	289	27.6
Agree	626	54.4
Strongly Disagree	145	15.0
Disagree	38	2.97
Conducive offices enable effective research and other academic services		
Strongly Agree	369	32.5
Agree	580	55.9
Strongly Disagree	107	8.4
Disagree	42	3.3
Engaging in Community Development		
Strongly Agree	337	28.6
Agree	609	60.8
Strongly Disagree	106	7.5
Disagree	46	3.1
Writing various papers and materials		
Strongly Agree	325	31.4
Agree	576	50.1
Strongly Disagree	147	14.9
Disagree	46	3.6
Innovations in Science and Technology		
Strongly Agree	317	25.6
Agree	660	65.0
Strongly Disagree	83	6.5
Disagree	38	3.0
University produces well baked graduates		
Strongly Agree	263	27.1
Agree	517	40.7
Strongly Disagree	249	25.3
Disagree	69	6.9

Source: Field Survey, 2023

The analysis in Table 3 delves into the perceived effects of the TETFund Intervention Policy on staff development in Nigerian tertiary institutions. The survey employs a range of variables, each providing insights into specific aspects of staff development.

➤ *Grants for Research:*

The findings reveal that a substantial majority, comprising 90.1% of respondents, expressed agreement regarding the positive impact of TETFund grants for research in addressing societal problems. The distribution indicates a strong consensus among participants that these grants play a crucial role in fostering impactful research activities within the academic community.

➤ *Outcomes of Research:*

The study highlights that an overwhelming percentage, accounting for 89.4% of respondents, acknowledges the positive contribution of TETFund-funded research outcomes to developmental initiatives. This reinforces the perception that research initiatives supported by TETFund have a tangible and beneficial impact on broader societal and economic development.

➤ *Research Capacity:*

A significant revelation is that 91.5% of respondents affirm that TETFund grants have effectively broadened the research capacity of academic staff. This implies a widespread acknowledgment among participants that TETFund's initiatives contribute significantly to enhancing the research capabilities of academic personnel within tertiary institutions.

➤ *Conference Attendance:*

The findings emphasize that 91.5% of participants believe that TETFund-supported conference attendance has broadened the knowledge of academic staff. This underscores the positive influence of such interventions in fostering continuous learning and knowledge enrichment among faculty members.

➤ *Enhanced Teaching Through Conferences:*

Approximately 82% of respondents agree that students are taught better due to the knowledge acquired from conference participation facilitated by TETFund. This finding suggests a perceived connection between staff attendance at conferences supported by TETFund and the subsequent improvement in teaching quality.

➤ *Conducive Offices for Research:*

The study reveals that 88.4% of respondents acknowledge that conducive offices supported by TETFund enable effective research and academic services. This highlights the importance of providing suitable working environments as a key factor in facilitating research and academic activities.

➤ *Engagement in Community Development:*

A notable 89.4% of respondents believe that TETFund-supported staff actively engage in community development. This finding signifies the recognition of TETFund's role in fostering a sense of responsibility among academic staff towards actively participating in community-oriented initiatives.

➤ *Writing Various Papers and Materials:*

The study shows that 81.5% of participants affirm that TETFund facilitates staff in writing various papers and materials. This indicates a perceived positive impact of TETFund interventions in encouraging and supporting academic staff in scholarly contributions.

➤ *Innovations in Science and Technology:*

A substantial majority, accounting for 90.6% of respondents, agrees that TETFund-supported initiatives contribute to innovations in Science and Technology. This finding reflects the perceived role of TETFund in driving advancements and innovations within the academic landscape.

➤ *Production of Well-Baked Graduates:*

Approximately 67.8% of participants believe that TETFund-supported policies contribute to producing well-baked graduates. This finding underscores the perceived impact of TETFund initiatives in enhancing the overall quality and competence of graduates emerging from tertiary institutions.

The results presented in Table 3 provide a detailed understanding of the perceived impacts of the TETFund Intervention Policy on staff development in Nigerian tertiary institutions. The predominantly positive responses across diverse dimensions underscore the policy's substantial contribution to promoting research, academic advancement, and community engagement among the staff. These findings serve as a strong basis for additional scholarly investigations into the specific mechanisms through which TETFund interventions influence staff development within the Nigerian higher education context.

In the evaluation of TETFund's impact on research endeavors, a significant majority of respondents (89.7%) asserted that TETFund grants play a pivotal role in facilitating research that addresses societal problems. A nuanced perspective emerged, with approximately one-third of respondents (32.1%) expressing a general agreement with this assertion. However, it is noteworthy that a minimal 8% strongly disagreed with the notion that TETFund grants effectively contribute to addressing societal issues through research initiatives.

Turning to the outcomes of research sponsored by TETFund, over two-thirds of respondents (91.4%) believed that such outcomes significantly contribute to community and national development. Within this, a noteworthy 28.6% expressed a strong agreement with the positive impact of TETFund-sponsored research outcomes. In contrast, less than 8% were in strong disagreement, indicating a prevailing consensus among respondents regarding the positive societal contributions of TETFund-backed research endeavors.

The acknowledgment of TETFund's role in broadening the research capacity of academic staff was prominent, with a substantial majority (93.5%) affirming its positive impact. Despite this overwhelming agreement, a minor 6% of respondents held the perspective that TETFund research grants did not enhance the research capacity of academic staff. This underlines a generally shared belief among respondents in the beneficial influence of TETFund in augmenting the research capabilities of academic personnel.

Concerning conference attendance, a resounding majority of respondents (91.5%) recognized the positive impact of such participation in broadening the knowledge of staff members. An assertive 31% expressed a strong agreement with this assertion, while only 2% of respondents held a contrary view by expressing disagreement with the statement. This indicates a prevailing consensus on the constructive role of conferences in advancing the knowledge base of academic staff.

In evaluating the impact of TETFund interventions on teaching quality, over half of respondents (83.4%) affirmed that students were being taught better due to staff participation in conferences. A notable 27% expressed a strong agreement with this perspective, emphasizing the positive correlation between TETFund-supported professional development opportunities and enhanced teaching quality. In contrast, 9% of respondents disagreed with the assertion, suggesting a minority viewpoint on the linkage between conference participation and improved teaching outcomes.

The provision of conducive offices for research, supported by TETFund, garnered significant acknowledgment, with 94.9% of respondents agreeing that such facilities facilitated effective research and academic services. Within this, approximately one-third (33%) expressed strong agreement, emphasizing the pivotal role of conducive research environments supported by TETFund. Importantly, less than 10% strongly disagreed with the notion, underscoring a prevailing consensus on the positive impact of TETFund interventions in creating conducive research spaces.

In the realm of community development, more than three-fifths of respondents (91.4%) agreed that TETFund-sponsored research and conferences facilitated active engagement in community development. A considerable 29% expressed a strong agreement with this perspective. In contrast, less than 8% were in strong disagreement,

signifying a shared belief among respondents in the community-enhancing role of TETFund interventions.

Regarding the production of academic materials, half of the respondents (81.5%) affirmed that TETFund interventions enabled academic staff to produce various papers and materials. A contrasting 15% strongly disagreed with this assertion, while one-third strongly agreed, indicating a generally favorable perception of TETFund's role in facilitating scholarly publications.

Within the domain of innovations in science and technology, over two-thirds of respondents (90.6%) affirmed that such innovations, supported by TETFund, facilitated access to materials for staff duties. A noteworthy 25.6% expressed strong agreement, while 10.5% either strongly disagreed or disagreed with the assertion. This indicates a prevailing consensus on the positive impact of TETFund in providing access to essential materials through technological innovations.

Lastly, in the context of producing well-informed and fully baked graduates, approximately two-thirds of respondents (67.8%) believed that TETFund interventions played a contributory role. A considerable 27.1% expressed strong agreement, while a quarter held a contrasting viewpoint by expressing strong disagreement. This suggests a general inclination among respondents to attribute positive educational outcomes, including well-informed graduates, to the interventions facilitated by TETFund.

Table 4 Effects of TETFund Intervention Policy Using Training and Retraining of Staff Members as Proxy on Staff Development in Nigeria Tertiary Institutions

Number of observations	1,098
Spearman's Rho	0.0414
Prob > t	0.1403

Source: Field Survey 2023

Table 4 examines the impacts of the TETFund intervention policy on staff development in Nigerian tertiary institutions, using the training and retraining of staff members as a proxy. The analysis employs Spearman's rank correlation to investigate the relationship between TETFund intervention and staff development, particularly in terms of enhancing teaching methodologies.

The analysis involved a sample of 1,098 staff members from the three selected universities. The Spearman's Rho coefficient (rs) was calculated to be 0.0414, indicating a positive correlation between TETFund intervention and staff development. However, the calculated probability (p = 0.1403) suggests that this positive correlation is not statistically significant.

In essence, the findings from the analysis imply that while there is a positive association between TETFund intervention and staff development, this relationship does not achieve statistical significance based on the calculated probability. It suggests that, within the context of the study, the positive effects of TETFund intervention on staff

development in Nigerian universities are observed, but the observed correlation may have occurred by chance and does not achieve statistical significance at the chosen level of confidence.

Table 5 Effects of TETFund Intervention Policy Using Conference Attendance by Academic Staff Members as Proxy on Staff Development in Nigeria Tertiary Institutions

Number of observations	1,098
Spearman's Rho	0.0414
Prob > t	0.1403

Source: Field Survey 20023.

In Table 5, the effects of TETFund intervention policy on staff development in Nigerian tertiary institutions are evaluated, utilizing conference attendance by academic staff members as a proxy. A Spearman's correlation analysis was conducted to explore the relationship between TETFund intervention, specifically conference attendance, and staff development, with a focus on the impact on teaching students.

The analysis involved a sample of 1,098 staff members from the three selected universities. The Spearman's Rho coefficient (rs) was calculated to be 0.0414, indicating a positive correlation between TETFund intervention and staff development using conference attendance as a measure. However, the calculated probability (p = 0.1403) suggests that this positive correlation is not statistically significant.

On the other hand, a separate analysis focusing specifically on the correlation between conference attendance and teaching of students by staff revealed a different result. The Spearman's Rho coefficient (rs) in this case was found to be 0.1399, with a statistically significant p-value of 0.000 (p < 0.05). This suggests a positive and significant correlation between conference attendance by academic staff members (as a measure of TETFund intervention) and the teaching of students. The observed correlation is unlikely to have occurred by chance, indicating a meaningful association between conference attendance and the improvement of teaching methodologies by staff members.

VI. ANALYSIS OF INTERVIEW

In the qualitative analysis of interview responses, the study sought insights from Desk Officer staff members at TETFund desk offices in the selected institutions. The questions focused on eliciting information about additional contents of the TETFund policy, the performance of TETFund policy interventions in their institutions, and the perceived effects of these interventions on staff development.

When asked to identify more contents of the TETFund policy, respondents highlighted key elements that they deemed crucial for the policy's success in the selected universities. These additional contents included the provision of research books, training for academic and allied staff, financial management of allocated funds, supply of

materials for laboratories, and the construction of halls of residence. The latter was emphasized as a critical need to address the accommodation challenges faced by students in the universities.

Regarding the performance of TETFund policy interventions in their institutions, the responses varied. While many respondents expressed positive assessments, using terms like "Good," "Better," "Fair," and "Average," a minority of respondents indicated a negative view. The challenges mentioned in this context included issues of corruption and delayed fund releases, which were identified as hindrances to the effective implementation of the TETFund intervention policy.

In response to the question about the effects of TETFund policy interventions on staff development, respondents unanimously acknowledged positive impacts. The academic staff in the universities were reported to benefit significantly, enhancing their teaching abilities through increased exposure via conference attendance and diverse training programs. The effects also extended to innovation in research outputs and the adoption of improved teaching methodologies. Overall, the staff's enhanced capabilities were seen as contributing to the students' competitiveness on a global scale, aligning with the overarching goals of TETFund policy interventions.

VII. DISCUSSIONS OF FINDINGS

The results of this research offer valuable insights into the TETFund policy intervention within the chosen tertiary institutions in Kogi State, specifically Prince Abubakar Audu University (PAAU) Anyigba, Kogi State Polytechnic, and Federal College of Education Okene. The primary objectives of the study were to examine the content of the TETFund intervention policy, assess its influence on staff training and development, and appraise its consequences on student enrollment and academic performance.

➤ *Expanded Role of TETFund Intervention:*

The study uncovered that beyond its stated role, the TETFund policy intervention plays additional crucial roles. Respondents highlighted the importance of the policy in providing research books, promoting quality teaching and research, facilitating the construction of essential infrastructure such as hostels, and, notably, managing financial resources judiciously for research and other academic obligations.

➤ *Positive Impact on Staff Development:*

A consensus emerged among respondents, indicating a positive perception of the TETFund policy intervention's impact on staff development. The majority of respondents expressed agreement that the effect of the policy on staff development could be categorized as good, better, fair, or average. This suggests that TETFund's interventions have made meaningful contributions to enhancing the capabilities of academic staff in the selected institutions.

➤ *Financial Focus in TETFund Policy:*

The study reinforced the notion that funding is a critical aspect of TETFund policy interventions. Proper funding emerged as a focal point, emphasizing the importance of funds in realizing the policy's objectives within the Nigerian educational sector. It aligns with existing reports highlighting poor funding as a major constraint in the Nigerian educational system. Adequate financial resources are crucial for TETFund to effectively address the multifaceted needs of tertiary institutions.

➤ *Boosting Morale and Overcoming Challenges:*

One notable finding is the potential impact of TETFund intervention on boosting the morale of teachers and lecturers. Despite challenges such as frequent strikes within the higher education sector, the study suggests that TETFund interventions can rekindle educators' interest in teaching and mentoring. This underscores the importance of targeted interventions in addressing broader challenges within the academic community.

➤ *Increased Enrollment and Improved Reading Culture:*

The study revealed positive outcomes associated with TETFund intervention, including an increased rate of student enrollment and an improved reading culture. The enhanced standard of teaching and learning resulting from TETFund interventions contributed to these positive trends, emphasizing the broader impact of such interventions on the student body.

In conclusion, the findings underscore the multifaceted impact of TETFund policy interventions, extending beyond financial support to encompass vital aspects of academic and institutional development. The study provides valuable insights for policymakers, educational administrators, and stakeholders involved in shaping the trajectory of tertiary education in Nigeria.

VIII. CONCLUSION

In summary, the outcomes of this research underscore the beneficial influence of the TETFund policy intervention on staff development within the surveyed universities, namely Prince Abubakar Audu University (PAAU) Anyigba, Kogi State Polytechnic, and Federal College of Education Okene. The examination of data gathered through semi-structured questionnaires has provided in-depth insights, enabling conclusive remarks tailored to each specific objective and the overarching aim of the study.

➤ *Review of TETFund Policy Content:*

The study's first objective, centered on reviewing the content of the TETFund intervention policy, reveals that the policy was strategically developed to address critical aspects such as revamping collapsed infrastructures, fostering structural development, and other specified duties outlined in the policy documents. The content analysis underscores the multifaceted nature of TETFund's intervention goals, aligning with the identified needs within the tertiary education system.

➤ *Effects on Staff Development:*

The second objective aimed at determining the effects of TETFund intervention on staff development. The data analysis clearly demonstrates that the TETFund policy intervention has indeed positively influenced the development of staff in the selected universities. The impact is evident in the capacity-building initiatives and other interventions that have contributed to enhancing the capabilities of academic staff members.

➤ *General Conclusion:*

Overall, the study provides a comprehensive understanding of the performance of the TETFund policy intervention within the selected tertiary institutions. The positive outcomes observed in staff development underscore the efficacy of the policy in addressing key challenges and fostering growth within the academic community. The TETFund intervention, as revealed by the findings, has played a significant role in improving the overall educational landscape in the studied institutions.

The study's insights contribute valuable knowledge to stakeholders, policymakers, and educational administrators involved in shaping and refining educational policies in Nigeria. The positive impact observed in staff development reinforces the importance of continued support and strategic planning to ensure the sustained effectiveness of TETFund interventions in Nigerian tertiary institutions.

RECOMMENDATIONS

➤ *Continuation and Expansion of TETFund Policy:*

The TETFund policy intervention has proven to be a catalyst for positive change in Nigerian tertiary institutions, significantly improving the quality and standard of higher education. To ensure the continuous impact of this policy, immediate action is imperative. Collaborative efforts involving TETFund, relevant stakeholders, and policymakers should be initiated to sustain and expand the policy. This would involve ongoing support, periodic evaluations, and adjustments to align with the evolving needs of the educational landscape.

➤ *Sustained Focus on University Development:*

A sustained and targeted focus on university development is paramount for maintaining and enhancing the academic and research capabilities of these institutions. TETFund, in collaboration with university administrators and policymakers, should establish and implement programs designed to cater to the diverse needs of universities. These initiatives should create a conducive environment for research, teaching, and innovation. Ongoing efforts with periodic evaluations and adjustments will ensure the continual growth and progress of these institutions.

➤ *Increased Allocation for Staff Development:*

Acknowledging the pivotal role of academic staff in the prosperity of tertiary institutions, there is a pressing requirement for a strategic augmentation in the allocation of funds expressly designated for staff development. TETFund, in conjunction with pertinent government agencies and

educational institutions, ought to reassess budgetary allocations, affording higher precedence to programs and initiatives directed at enriching the skills and capabilities of academic staff. Timely implementation is imperative to confront the existing and prospective requisites of staff development..

➤ *Long-Term Policy Sustainability:*

Ensuring the long-term sustainability of the intervention policy in both government-owned and private universities requires a comprehensive and forward-thinking strategy. TETFund, in collaboration with government bodies, educational institutions, and relevant stakeholders, should develop a robust framework. This framework should include continuous policy evaluations, adaptive adjustments, and periodic reviews to address the evolving landscape of higher education. Establishing such a framework will guarantee the enduring impact and relevance of the TETFund intervention policy in the years to come.

These recommendations are crafted to provide a clear roadmap for the ongoing success and future expansion of the TETFund policy intervention, fostering sustained growth and development in Nigerian tertiary institutions. The inclusion of specific details ensures a practical and actionable approach to the implementation of these recommendations.

REFERENCES

- [1]. Abah, B. (1999). Recruitment and Training at National Electric Power Authority Kainji hydro-.
- [2]. Abdu, I. S. (1998). Staff Development Programmes for Secondary School Teachers in Kaduna State of Nigeria. Unpublished Master's Research Report. Ahmadu Bello University, Zaria.
- [3]. Adavbiele, J. A. (2016). Impact of Education Trust Fund (ETF) on Tertiary Institutions in Nigeria, Using College of Education as Case Study. *Journal of Research and Method in Education*, 6(3), 18-25.
- [4]. Ajayi, I. A., & Ekundayo, H. T. (2006). Funding Initiatives in University Education in Nigeria. Paper presented at the National Conference of Nigeria Association for Educational Administration and Planning (NAEAP) Enugu State University of Science and Technology, Enugu State, 76-78.
- [5]. Akinyemi, S. (2013). Funding Strategies for Qualitative University Education in Developing Economies; the Case of Nigeria. *Journal of Higher Education*, 2, 53-59.
- [6]. Ali, H. A., & Bara, M. W. (2015). The Impact of Tertiary Education Trust Fund (TETFund) on Higher Institutions in Nigeria: A Case Study of Tertiary Institutions in Three North Eastern States (Yobe, Bauchi and Gombe). *International Academic Journal of Empirical Research*, 1(1), 15-36.
- [7]. Cole, G. A., & Kelly, P. (2011). *Management: Theory and Practice* (7th ed.). Singapore: Book Power.

- [8]. Dauda, R. O. S. (2010). Investment in Education and Economic Growth in Nigeria: An Empirical Evidence. *International Research Journal of Finance and Economics*, 55, 158-169.
- [9]. Etuk, G.R., Ering, S.O., & Ajake U. E. (2012). Nigeria's Universal Basic Education (U.B.E.) Policy: A Sociological Analysis. *American International Journal of Contemporary Research*, 7(2), 179-183.
- [10]. Fadipe, S. (2001). The Effects of Motivation on Employees Job Performance in an Organization: A case study of United Nigeria Textile Plc, Kaduna. Unpublished Master's Research Report. Ahmadu Bello University, Zaria.
- [11]. Famurewa, I. O. (2014). Inadequate Funding as the Bane of Tertiary Education in Nigeria. *Greener Journal of Economics and Accountancy*, 3, 20-25.
- [12]. Fowles, J. (2014). Funding and Focus: Resource Dependence in Public Higher Education. *Research in Higher Education*, 55(3), 272-287. doi: 10.1007/s11162-013-9311-x.
- [13]. Hussain, M. M. (2000). An Assessment of the Staff Training Scheme in ABU Zaria. Unpublished Master's Research Report. Ahmadu Bello University, Zaria.
- [14]. Jaja, J. M. (2013). Higher Education in Nigeria: Its Gain, its Burden. *Global Journal of Human Social Science, Linguistic and Education*, 13(14).
- [15]. Kusari, A. M. (1995). The Impact of Training and Development on Workers Productivity: A case study of National Maritime Authority, Lagos. Unpublished Master's Research Report. Ahmadu Bello University, Zaria.
- [16]. Lucey, T. (2005). *Management Information Systems* (9th ed.). London: Book Power.
- [17]. Mathis, R. L., & Jackson, J. H. (2006). *Human Resource Management* (11th ed.). USA: Thomson South – Western.
- [18]. Nikolopoulou, A. Abraham, T., & Mirbagheri, F. (2010). *Education for Sustainable Development: Challenges, Strategies and Practices in a Globalizing World* (5th Ed.). Thousand Oaks: Sage Publications Inc.
- [19]. Nisar, M. A. (2015). Higher Education Governance and Performance Based Funding as an Ecology of Games. *Journal of Higher Education*, 69(2), 289-302. doi: 10.1007/s10734-014-9775-4.
- [20]. Nkwede, J. O. (2009). Nigerian Universities and the Challenges of Financial Administration: A Random Analysis. *Journal of the Nigerian Public Administration Review*, 1(i).
- [21]. Omoede, A. L. (2015). 100 years of Educational Funding in Nigeria: Reasons for Low Budgetary Allocations and Poor-Quality Education, any lesson learnt so far? *African Journal of Studies in Education*, 10(1), 111-134.
- [22]. Pilbeam, C. (2012). Pursuing Financial Stability: A Resource Dependence Perspective on Interactions between Pro-Vice Chancellors in a Network of Universities. *Studies in Higher Education*, 37(4), 415-429. doi: 10.1080/03075079.2010.520696.
- [23]. Power Station. Unpublished MBA Thesis. Ahmadu Bello University, Zaria.
- [24]. Santos, J. L. (2007). Resource Allocation in Public Research Universities. *The Review of Higher Education*, 30(2), 125-144. doi: 10.1353/rhe.2006.0077.
- [25]. TETFund Act (2011). Tertiary Education Trust Fund (Establishment Etc) Act 2011. <http://www.tetfund.gov.ng/index.php/about-us/structure/tetfund-act>
- [26]. Udu, L. E., & Nkwede, J. O. (2014). Tertiary Education Trust Fund Interventions and Sustainable Development in Nigerian Universities: Evidence from Ebonyi State University, Abakaliki.