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TETFUND INTERVENTIONS AND ACADEMIC STAFF DEVELOPMENT AT FEDERAL UNIVERSITY GASHUA: A CONCEPTUAL REVIEW

Keneth Mela
Department of Public Administration
Federal University Gashua
Yobe State, Nigeria
kenethmela228@gmail.com

Atukpa Emeka Izekwe
Department of Public Administration
Alex Ekwueme Federal University Ndufu Alike
Ebonyi State, Nigeria
atukpa.emeka@funai.edu.ng

Nwigwe Charity Ndidiamaka
Department of Public Administration
Alex Ekwueme Federal University Ndufu Alike
Ebonyi State, Nigeria
nwigwe.ndidiamaka@funai.edu.ng

Abstract
Tertiary Education Trust Fund has been very instrumental in the area of funding higher education in Nigeria. Public tertiary institutions have been benefiting in several ways through TETFund. Study on Tertiary Education Trust Fund (TETFund) is very significant in the sense that the fund since establishment has been contributing immensely to academic staff training and development in Nigeria. Few or not many are able to understand and appreciate the contributions of TETFund toward academic staff development in the country. It is doubtful that TETFund intervention programmes improve academic staff development at Federal University Gashua. To examine if TETFund intervention programmes improve academic staff development improves their professional development forms the bases for this research. Method adopted in this paper is descriptive analysis using mainly primary and secondary data. The primary data involves structure interview while the secondary data includes existing literature on the topic such as text 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 TETFund Intervention toward Academics Staff Development at Federal University Gashua, Yobe State, Nigeria. The paper revealed that TETFund has contributed fairly toward academic staff development; and that, insfficient funding *had significant 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 academic staff development programme at Federal University Gashua. Yobe State, Nigeria.*
Key words: TETFund; University; Academic staff; Staff development; Nigeria

Background to the Study

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 home-grown 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 percent goes to the universities, 25 percent to the Polytechnics and 25 percent goes to Colleges of Education (TETFund document, 2018). The specific objectives of TETFund include among others; to provide funding for staff and infrastructural development.

Staff development programmes include various means by which all categories of staff working in an organization is encouraged to improve their capabilities and be more effective in job performance. 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. These opportunities according to the National Universities Commission (2008), include educational programmes ranging from Bachelor's Degree (B.Sc., B.A., B.Tech., B.Ed.), PGD, Masters Degree to Doctor of Philosophy Degree. Others include short graduate Diploma, training courses such as conferences, seminars and workshops; writing of articles in educational journals; visiting appointments and induction training programmes for newly employed staff. In addition to these progammes, members of staff in Nigerian universities are also exposed to various activities such as staff meetings at various levels, serving in different university committees, coaching by more experienced staff and working on delegated authorities. These activities are deliberately planned to develop staff professionally and to encourage them to achieve job satisfaction (Mathis & Jackson 2006).

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 fellowship for Masters, Doctor of Philosophy (**PhD),** and Bench work programmes; Conference attendance; and Journal publication are very important for staff development. These strategies are 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. Similarly, 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 (Mela, Modibbo & Paul 2024)

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, fundamental purposes of staff development are:

i. To make people feel value
ii. To enable them 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 Educations (COEs), Equipment Fabrication for Polytechnics, Entrepreneurship for Universities,JournalPublication,Manuscript Development, Conference Attendance, ICT Support/Advocacy, Institution Based Research (IBR), National Research Fund, and Library Development (Bogoro 2015).

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

Federal University, Gashua was established by the federal government of Nigeria on the 18th February, 2013 with the aim of accelerating 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 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 fund raising, and leadership that matters in the institution and in the civil society. The university position itself to strictly and objectively achieve the stated goals in order to contribute its quota to the world-wide 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. In order to effectively perform these roles, the university management, have come to understand the importance of continuous staff training as part of 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 so as to facilitate and improve their capabilities.

In Nigerian universities, staff development programmes refer to the opportunities made available by the Federal Ministry of Education, States Ministry of Education and proprietors of private universities to enhance the performance level of all members of staff through various training methods that will eventually contribute to personal and professional enhancement of staff. It is therefore, doubtful that TETFund intervention on academic staff development through conference attendance, journal public and study fellowship programmes at Federal University Gashua affect their professional development. To examine if TETFund intervention on academic staff development at Federal University, Gashua affect their professional development forms the bases for this research work.

The question that remains to be answered is what are the effects of TETFund intervention on academic staff development at Federal University Gashua in the context of demands of the 21st century from the academic staff perspective?

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

Research Questions

Based on the problem stated above, the study will seek to answers to the following questions:

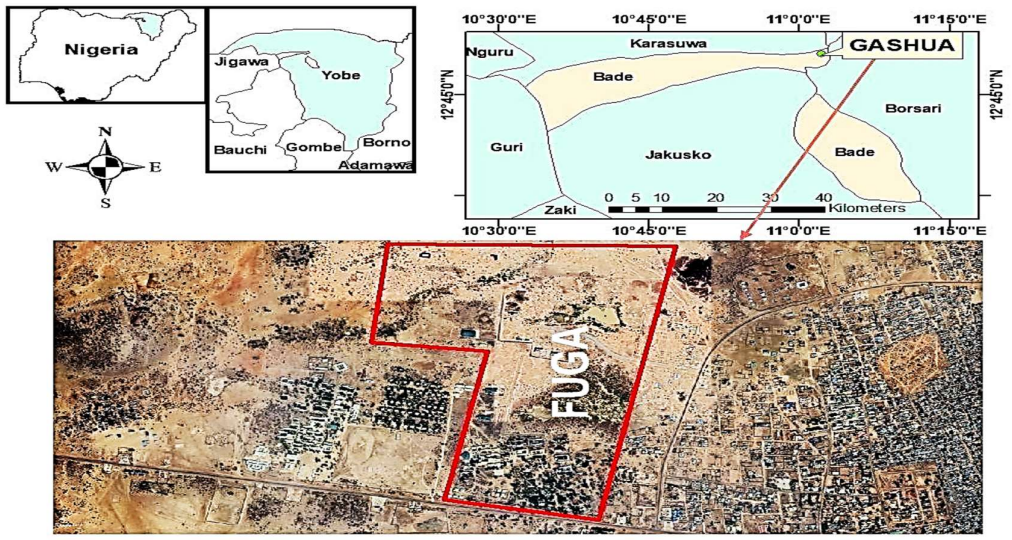
i. What is the effect of implementation of study fellowship grant on academic staff development in FUGA?
ii. Is there any significant effect of TETFund sponsored conference attendance on academic staff development in FUGA?
iii. What are the structural and technical barriers to effective utilization of TETFund staff development intervention in FUGA?
iv. What recommendationswill affect effectiveness of utilization of TETFund staff development intervention in FUGA?

Area of Study

The study was conducted in Federal University Gashua, which is located in Bade Local Government Area of Yobe State, Northeast Nigeria and the university was established in February 2013. It lies onlatitude 07 ° 49' N and 07° 52' N and longitude 08 ° 40' E and 08 ° 38' E. Gashua being the head quarter of Bade Local Government Area of Yobe State, it has an area of 772 km², with estimated population of about 139,782 (NPC, 2006). Gashua Shares a common boundary with Bursari, Yunusari, Jakusko and Karasuwa Local Government areas of Yobe State (Yusuf, 2015).

At the time of its creation, Yobe had Fika Emirate (Potiskum), Bade Enirate (Gashua) and many districts from Borno Emirate as its constituents. Today, a number of Emirates and seventeen Local Government Areas have been created to facilitate governance. Subsistence Farming is the main occupation of the vast majority of the people with main agricultural products being wheat, maize, sorghum, millet, rice, onions, groundnut, beans, cotton, sesame, tomatoes and gum Arabic. Potiskum towns noted as one of the largest cattle markets in Nigeria, while Gashua is well-known for it fishery; Agricultural Production is, however, not large-scale nor is it mechanized. Yobe State has a number of proven reserves of minerals. Millions of tons of gypsum, trona, Kaoline, limestone, diatomite and epitomize are known to exist, unexplored and unexploited. Infact, the southern part of the State lies in a belt that is envisaged to have coal, oil and gas. With all the above endowments, the generality of people of the State is said to be below national average .The literacy level is low compared to other States especially those in the southern part of the country. Access to basic, secondary and tertiary education is impeded by a number of factors. It is ironic that despite its eminence in the promotion of Eastern and Islamic Education, dating back many centuries, Western Education has failed to take its rightful roots in the State (FUGA 2014)

Figure: Map of the study area



Source: (Adam, et-al 2021).

Methodology

Method adopted in this paper is descriptive analysis using mainly primary and secondary data. The primary data involves structure interview while the secondary data includes existing literature on the topic such as text 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, which is TETFund intervention toward Academics Staff Development at Federal University Gashua, Yobe State, Nigeria. This among others informed the adoption of descriptive method in analyzing the paper

Conceptual Model of the Study

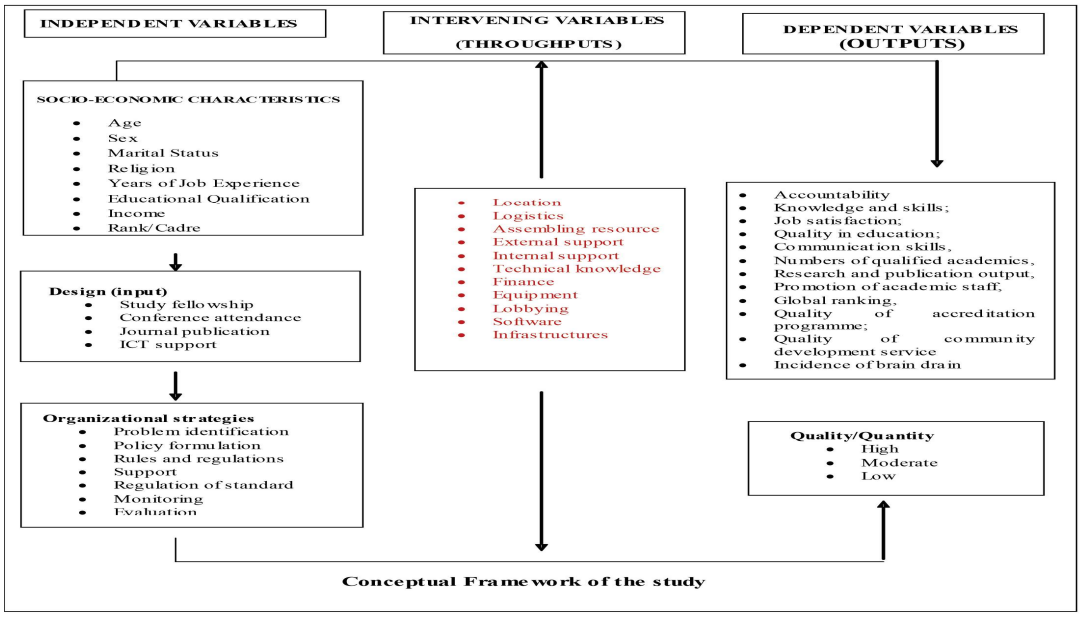


Figure: Conceptual Framework/ Model of the study
Source: (Researchers design 2024)

The conceptual framework identifies the interrelationship between independent and dependent variables of the study. The above figure shows the variables that predicts academic staff development activities, which are: Greater accountability; Enhanced knowledge and skills; Job satisfaction; Improved excellence of the academic; Higher Quality in Education; Good communication skills; improved research output, improved academic qualification at Federal University Gashua, Nigeria.

The model further suggests that Staff development Policy and Programmes in a viable environment are the key factors that determine academic personnel's delivery of service in Federal University Gashua of Nigeria. These services can only be delivered effectively in this digital era if academic personnel build their capacities, thus a direct link/ relationship between TETFund Intervention (**IV)** and Academic Staff development (**DV)**.

Applicability of this model to this research is that the organizational (TETFund) strategy to be employed is Study fellowship grant, conference attendance, and journal publication that will result in academic staff development (knowledge, skills and abilities, productive and satisfied staff, improved capabilities, and staff who will offer a more efficient and effective service delivery

A hypothetical model was proposed for the study. The model has three components namely:

i. Independent variables,
ii. Intervening variables and
iii. Dependent variable.

The first component is the independent variables. These are variables responsible for the predicted change in the dependent variable. The independent variables of the study include Age, Sex, Marital status, Years of job experience, Educational qualification, Rank/Cadre. The Designed (independent variables) includes: Study fellowship grant, conference attendance, and journal publication (The perception of academic staff on the adequate implementation of study fellowship grant in FUGA; Conference; Journal publication sponsorship; institutional constraints that affects TETFund Intervention at FUGA). The Implementation (independent variables) includes: Location**,** Logistics**,** Assembling Resources**,** Assign Tasks and Revisions are made throughout implementation as needed.

The second component reveals the intervening variables-those are variables that could influence the dependent variables, they are variables which do not really have direct effect on the dependent variable but rather serve as moderators. Intervening variables for the study includes: Government policy**,** Organizational policy; infrastructure, funding, appropriate technology and Funding. The relationships between the various components are indicated by single direction arrow and broken line arrow. There is also a need for university management to support the development process in terms of timely approval of nomination for study fellowship, conference attendance, workshop, judicious use of fund, impartial treatment, accountability and transparency, policy reviews and regular training and development feedback to ensure that they cope with the changing environment, which includes new technologies

The third component is the dependent variable which is the one whose outcome is influenced or affected by other variables. The dependent variable of the study is post academic staff development outcome/activities which are Greater accountability; Enhanced knowledge and skills; Job satisfaction; improved excellence of the academic; higher quality in education; good communication skills, improved academic qualification; improved numbers of qualified

academics, improved research and publication output, improved communication skill, enhanced promotion of academic staff, improve global ranking, improved accreditation programme; improved community development service and reduced incidence of brain drain at Federal University Gashua are the dependent variable (outputs). Studies have shown that, staff development design in organizations have high effect on employees performance (Ndibe, 2014).

Concept of Education Trust Fund.

A trust fund is a legal entity established for the purpose of holding assets for the benefit of specific people, or even for an organization. Suleiman in Mela (2017), observed that, 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.

According to Ajayi (2018), 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

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 and Omtayo 2010).

The above submissions imply that, 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 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 in order 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 trustee, who oversees the trust fund.

Similarly, it would be clear from the aforementioned that TETFund's main objective is to create extra revenue to assist higher education in Nigeria, provide scholarship and grants for outstanding members of staff and students, thereby strengthening and redirecting the economic resources of tertiary institutions, towards improving the quality and productivity of tertiary education in Nigeri

The Concept of Staff Development.

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).

Similarly, Armstrong (2009) cited in Mela, Modibbo and Tella (2024), 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 imply that, Human Resource Development also known as Staff Development, simply mean series of organized activities conducted within a specified period of time and designed to produce behavioural change. It removes performance deficiencies, to retrain displaced workers, to train in workplace safety, to develop management personnel, and for career development.

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 (Mela K. et-al 2024)

Krishnar (2011), further identified and encompassed three activities of 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 upon 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 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.

Human Resource Development from point of view of educational institutions is a process by which the students and academic staff of the colleges are helped or motivated to acquire and develop knowledge, skills and abilities to perform present and future roles. In an educational institution, in-service teaching staff development, aims at improving capacities of individuals to play their roles and fit in assignments optimally for higher achievements resulting from quality service delivery. The programme focus may include classroom management, lesson organization, recording and reporting students work achievement on assessable and acquired for-life standards, teaching skills, teacher behaviour, teacher administration, material resource management, student management and so on (Jamil, Atta, Ali, Balochi & Ayaz, 2011).

Staff development refers to acquiring and increasing the number of persons with the skill, education, and experience critical for a country's economic and political development. Thus, human capital development is associated with man's investment and development as a creative and productive resource (Jhingan, 2013).Staff development according to Eric (2013), is a process engaged into enhancing the knowledge, skills and attitudes of the teachers. This

implies that responsibility to create, preserve, evaluate, and transmit knowledge through continuing learning. Development programme have the ingredient of fostering and preserving the scholarly values, curiosity and integrity to nurture these values through inculcation. Eric (2013), states that the basic aim of professional development are to improve quality of the teaching and learning as well as to improve the performance of those with teaching and management responsibilities.

In Torruam and Abur (2014) staff development can be seen to mean developing skills, knowledge, productivity, and inventiveness of human capital formation. It is a people-centered strategy of development recognized as an agent of national development in all countries

Drawing from the above illustrations, we can conlude that academic staff development can be defined as the process of providing opportunities for lecturers to improve their knowledge, skills, and performance in line with the goals and values of the university and in relation to the interests and needs of the employees (lecturesrs). This definition submits that the growth of academic staff must be linked to the school districts strategic plan and to 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 systems demographics, economic status, and present employee's inventory will impact the accomplishment of stated goals and objectives. In this sense, academic staff development places an emphasis on 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 of organisations will progress to the extent that people grow and develop. Hence, Staff development helps educators keep abreast of expanding knowledge base on education they can continually refine in their conceptual and craft skills.

Staff development is becoming increasingly important as organizations attempt to maintain competitiveness and productivity having recognized career management as a component of strategic human capital formation in dynamic environments (King, 2003). Employer and staff is different but still mutually beneficial. It enables workers to develop skills and experiences that are in demand and allows them opportunities to keep updated ready to obtain another appropriate job when no longer needed by their present employer (Werner et al., 2006).

Continuing staff development is vital to suit the changing work environment which renders obsolete some of their original professional skills and knowledge. Through staff development, employees offer high job performance and total commitment while their employers offers enhanced employability rather than long- term employment (Aguinis, 2007).

According to Olaniyan and Ojo (2008) effective and successful staff development should yield the following results:

1. Increase productivity
2. Improve the quality of work and raise morale of employees
3. Develop new skills, knowledge, understanding and attitudes.
4. Use correctly new tools, machines, process, methods or modifications thereof.
5. Reduce waste, accidents, and other overhead costs.
6. Implement new or changed policies or regulations.
7. Bring incumbents to that level of performance which meets (100 per cent of the time) the standard of performance for the job.

8. Develop replacement, prepare people for advancement, improve manpower deployment and ensure continuity of leadership.
9. Ensure the survival and growth of the organisation.

Indicators of the Effectiveness of Academic Staff Development

While the conduct of academic staff development is generally being experienced at most Nigerian higher institutions and elsewhere, there are some known indicators that underline its effectiveness. For Fullan (2013), these include the redefinition of:

i. Staff development as a process of continual teacher-learning;
ii. The nature of teaching as a profession and the role of leadership at the school level;
iii. The organisational culture of the school and relevant government ministry; and
iv. The role of external stakeholders including parents, School Development Committees, government and other agencies in complementing the school in the promotion of teacher professional development and quality education.

For McLaughlin and Oberman (2010) cited in Askling (2011), the most effective professional development for teachers essentially:

a. Focuses on the analyses of student learning, especially the examination of differences between actual student learning outcomes and goals and standards for student learning;
b. Involves teachers identifying their own needs and developing learning experiences to meet those needs;
c. Is school-based and embedded in teachers‟ daily work with learners;
d. Is organised around collaborative problemsolving of teaching challenges;
e. Is continuous and on-going with follow-up and support for further teacher learning;
f. Incorporates evaluation of multiple sources of data detailing student learning and teacher instructional practices;
g. Provides opportunities for teacher to link the theory that underlies knowledge and skills they are learning; and
h. Is connected to a comprehensive change process focused on improved student learning.

Thus, to be effective, staff development must, among other things, directly involve them in its organisation and also provide them with a way to apply that which they would have learnt directly to their teaching for purposes of improving school effectiveness.

Metrics use in Measuring Academic Staff development

As cited in Mela (2017), there are many different staff training and development metrics among which but not limited to the following:

Enrollment Count: Tracking the number of participants enrolled in your training programs provides insights into the popularity and demand for different training offerings. This information can guide decisions on resource allocation and future training offerings.

Rate of Training Completion: The training completion rate is a fundamental metric that indicates the percentage of trainees who successfully complete the training program. A high completion rate suggests that the training content is engaging and relevant to the learners.

Rate of Participant Drop-Off: On the flip side, the trainee drop-off rate highlights the number of participants who start the training but do not complete it. Monitoring this metric can help you identify potential pain points in the training content or delivery method that might be causing trainees to lose interest.

Rate of Successful Assessments: Assessment pass rate measures the percentage of trainees who successfully pass the assessments or tests after completing the training. A high pass rate indicates that the training content effectively conveys the required knowledge and skills.

Employee Input and Feedback: Gathering feedback from trainees about the training experience is crucial. This can be done through surveys, focus groups, or informal discussions. Employee feedback provides insights into what's working well and areas that need improvement in the training programs.

Level of Trainee Engagement: Engagement rate tracks how actively participants interact with the training content. This metric considers factors like time spent on each module, interactions with quizzes, and engagement with multimedia elements. High engagement rates suggest that the training content is interesting and holds the learners' attention.

Indicators of Key Performance (KPIs): Key Performance Indicators are specific and measurable goals that tie directly to the learning outcomes of the training program. Tracking KPIs helps you assess the impact of training on employees' performance and the overall success of the organization.

Post-training Performance: Measuring the change in employee's performance after completing the training is a strong indicator of training effectiveness. Whether it enhanced technical skills or Good communication skills, observing these changes demonstrates the practical value of your training efforts.

Employee Cost Analysis: Calculating the cost per employee trained is essential to ensure that your training initiatives are cost-effective. This metric involves considering expenses related to content development, trainers, technology, and other training-related costs.

Operational Effectiveness: Operational effectiveness metrics help evaluates how training impacts the overall efficiency of the organization. This could include metrics such as reduced error rates, faster task completion times, or streamlined processes.

Instruments and Tools Used: In today's digital age, knowing which devices participants use to access training materials can help optimize content delivery. Understanding whether trainees prefer mobile devices, laptops, or desktops can influence how you design and deliver your training materials.

Return on Investment (ROI): The return on investment metric evaluates the financial benefits gained from the training program compared to the costs incurred. ROI helps demonstrate the tangible value of training and justifies the resources invested.

TETFund and Academic Staff Development at Federal University Gashu

TETFund and Staff Development via Study Fellowship Grants.

According to Hakan, (2013) study-fellowship training is defined as the educational opportunities to help the staff to improve themselves in their professions for all the personnel in all the work fields (education, health, technology, and private sector, all working fields in public institution, press and media institution). Study-fellowship, attempt to improve staff competence through continuing education courses, meetings and study groups, visits, lectures and personnel reform. The purpose of study fellowship training is to educate the personnel through study-fellowship activities such as courses and workshops and study-fellowship training is short term of educational activity which helps the teacher/lecturers to obtain professional knowledge and abilities and new ideas considering the improvements in their own fields and educational technologies (Hakan, 2013).

According to Birmingham University (2019), Study fellowships are monetary awards (scholarships) connected to working in a specific field, usually at the graduate or post-graduate level. Study fellowships provide graduate students time to complete additional training in a field, or funding to continue research. Fellows typically receive a stipend which allows them to complete their training, internship or research without having to devote time to working outside their field, or to resorting to additional loans for support. While according to Creating Fellowship Programs (2020) cited in Usman Bappi et al (2024), Study Fellowships are generally defined as short-term opportunities, lasting from a few months to several years that

focus on the educational and/or professional development of the fellow. Fellowships can support a variety of things, including study in a specific field; research to advance work on a particular issue; development of a new community-based organization or initiative; training to support a fellow's growth; opportunities to further explore a particular field of work; and more. Musa (2016) outline the benefits of study-fellowship training of teachers/lecturer's to include:

i. To enable teachers/lecturers obtain higher academic and professional qualifications in order to improve their positions in the school system.
ii. To help teachers/lecturer's acquires more conceptual and technical knowledge, skills and competences in their teaching subjects and pedagogy in order to improve their efficiency in classroom instruction.
iii. To enable the teachers/lecturer's to be adequately equipped to meet up with the new changes in the school system in the 21st century.

According to Oduselu, (2011), the impact of study-fellowship training on the performance of staff in an organisation should be looked in various perspectives. It promotes a very flexible environment and allows staff to adapt with the working situation and it is also one form of motivation for employees or employers and it will continue to increase creativity in staff. It also enables staff to acquire new understanding and skills to develop their effectiveness in the organisation.

Scholarship award to academic staff for post-graduate studies has impacted positively on the academic performance of public owned higher educational institutions in Nigeria. This is because many teaching staff benefits through sponsorship for Masters and PhD programmes in Nigeria and abroad. Many institutions in Nigeria can boast of motivated and energetic workforce that supports the accomplishment of the objectives of public owned higher educational institutions in Nigeria. Other impact of scholarship award to academic staff include increase in staff productivity, managerial and technical efficiency, improvement in quality of programmers, academic stability, increase in teacher quality, positive attitude to work, decrease in examination malpractice, prevention of skill obsolescence, staff motivation, job satisfaction and improvement in the standard of education among others (Bello 2019 in Mela K et al 2024).

Generally, there are two different types of Study fellowships: Inclusive and Non-Inclusive Fellowships. Inclusive Fellowship this is more common type of fellowship; here, the recipient is not required to perform a past, present, or future service since the required service is not considered to be employment (or "work") recipients are not required to be work-authorized. While Non-Inclusive Fellowship require recipient or individual to perform a past, present, or future service in order to receive payment; since the required service is generally considered to be employment (or "work"), recipients are required to be work-authorized (Usman Bappi et al 2024)

The Extent to which TETFund has contributed toward Study Fellowship at FUGA.

Record from the registry, Federal University Gashua revealed that, as at May, 2024, the total number of academic staff who benefited from TETFund intervention grant of study fellowship for Masters, PhD and Benchwork is about two hundred and two (202) beneficiaries (The Registry, FUGA 2024).

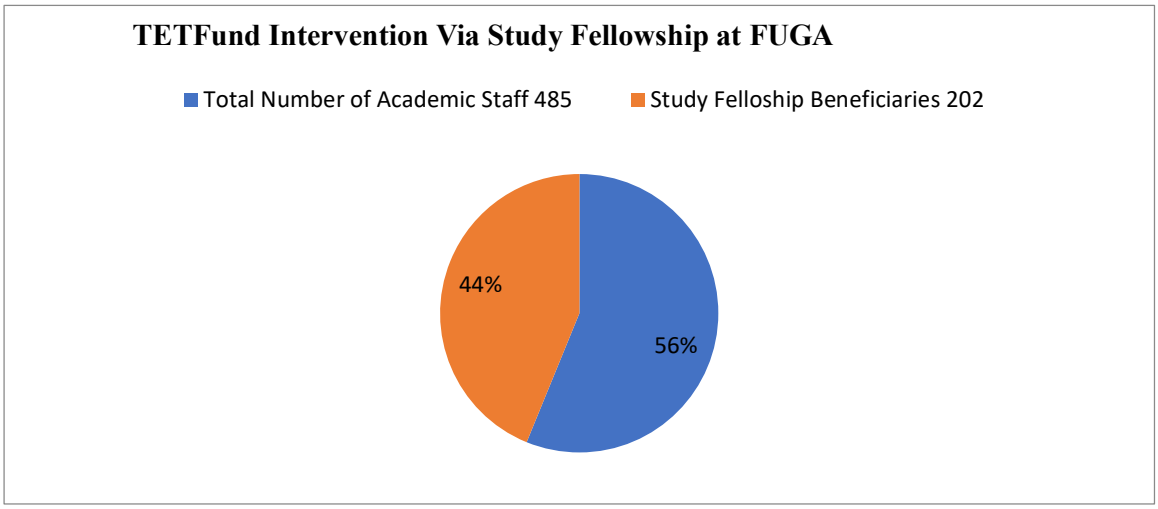


Figure: Extent to which TETFund has contributed toward Study Fellowship at FUGA

Source: (Research survey 2024)

From the figure above, it was revealed that 202(42%) benefited from study fellowship grant offered for Masters, PhD and Benchwork while 283(58%) are yet to benefit from study fellowship intervention grant offered by TETFund to the academic staff at Federal University Gashua respectively. This shows that, the extent to which TETFund intervene toward study fellowship programme is bellow average at Federal University Gashua.

TETFund and Staff Development via Conference Attendance.

A conference in the most general term indicates a meeting for discussion, most commonly adopted by associations and organizations for their regular meetings. It is usually associated with the most traditional type of presentation, that is, papers followed by questions. Conference can take different forms. We have academic conference, business conference, conference call, news conference, peace conference, professional conference, settlement conference, trade conference and so on. 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 interest converge to share ideas, present problems in their field, and proffer solutions. Conference can also be refers to as a formal meeting of two or more states, political groups, etc., especial to discuss differences or formulate common policy.

Sills (1972) cited in Mela, Modibbio and Tella (2024), describes a conference as meeting of individuals called together to engage in discussion with the aim of accomplishing a limited task within a restricted period of time. It is also regarded as a formal means of validating social programmes and inducing change in individuals. Conferences are usually gathering of people with a common interest or background, with the purpose of allowing them to meet one another and to learn about and discuss issues, ideas and work that focus on a topic of mutual concern (Nassazi, 2013). The structure and contents of conference can vary greatly, but a typical frame work would include one or more presentations of work and / or ideas about a given topic. The presentation may take the form of lectures, slide shows or films, workshops, panel discussions, and or interactive experiences. A conference may last a few hours or several days. It could be a one-time event or a regular (usually annual) fixture on participant

schedules. Conferences vary in size in terms of number of the participants which can range from a group of three to thousands of participants.

International Congress and Convention Association (ICCA 2014) define a conference as a "participatory meeting designed for discussion, fact-finding, problem solving and consultation. As compared with a congress, a conference is normally smaller in scale and more select in character, features which tend to facilitate the exchange of information" (ICCA, 2014).

The word conference may refer to a group of academics presenting and arguing about a theme or topic on a college campus. A conference in the most general term indicates a meeting for discussion, most commonly adopted by associations and organizations for their regular meetings. It is usually associated with the most traditional type of presentation, that is, papers followed by questions. Conference can take different forms. We have academic conference, business conference, conference call, news conference, peace conference, professional conference, settlement conference, trade conference and so on (Ozochuku, Orogbu& Republic, 2016).

The inference that can be drawn from all of these different definitions is that a conference involves people (academic staff) coming together to discuss issues, solve problems, or share ideas in relation to research. Staffs attend conferences to learn about current events, trends, and technology, to participate in research explorations, and to build networks. The knowledge acquired at conferences is necessary for academic development. Conferences bring professionals of like minds together to share and discuss ideas. Conference attendance helps to cultivate research ideas through conference papers, presentations, and question and answer sessions. Conference attendance is part of academic professional capacity building

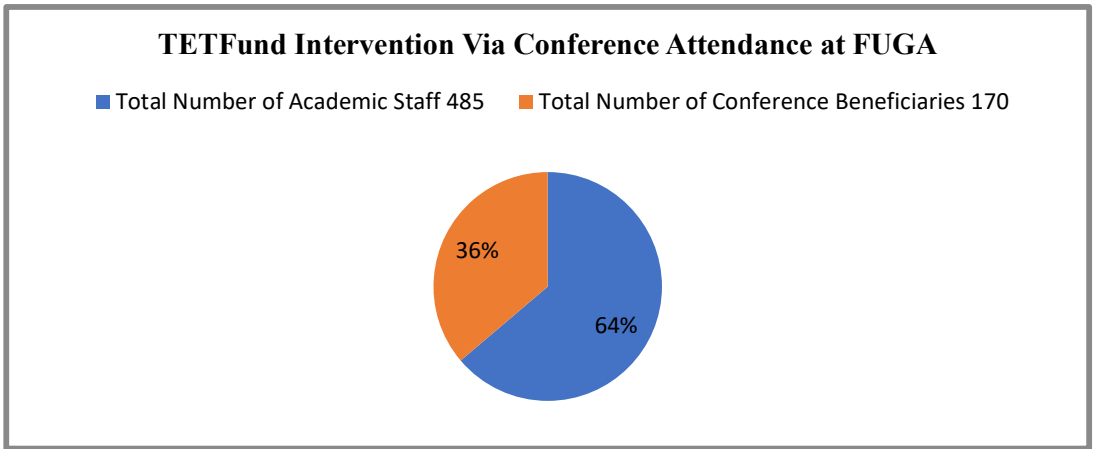


Figure: Extent to which TETFund has contributed toward Conference attendance at FUGA
Source:(Research survey 2024)

From the pie chart above, it was revealed that 170(35%) benefited from conference attendance intervention grant offered by TETFund while 315(65%) are yet to benefit from conference intervention grant offered by TETFund to the academic staff at Federal University Gashua respectively. This shows that, the extent to which TETFund intervene toward conference attendance programme is bellow average at Federal University Gashua. This might be connected to insufficient funding from TETFund to the institution under study

Effects of Conference Attendance toward Academic Staff Development.

Ifidon and Ifidon, (2007) view academic conference as a means of staff development whether local, national or international encourages staff development, improves relationships among academic staff, opens a new horizon in the profession and helps to recognize the interdependence of knowledge and information. Therefore, conference is a gathering that frequently lasts a few days and is arranged around a certain topic or to bring people together who share interest. Also, attending a conference involves participating in a face-to-face conversation or a virtual conversation

Afshan et-al (2012) stated that conferences are usually used to tackle a single or set of problems. It may involve session of various types; such as lectures, panel discussion, workshop etc. Conferences therefore, have a very important place in the work place. The work place is rapidly changing and information needs to be customized in order to meet the diverse of all institutions.

Kheyrollah and Nasser (2012), observed that, conference provides a forum for the team members to discuss tools, technologies, and processes and how they can apply them in their school to improve their job performance. Lecturers have access to a broad range of ideas through conferences which lead to enhanced performance.

Moreover, educational conferences mostly comprise different personalities in the field of education with bountiful of ideas. Conference provide learning environment that encourages participants to exchange experience, ideas and practices from their own schools/colleges (Okemakinde, Adewuyi & Alabi 2013).

Che (2014) discussing the form and use of conferences, which the researchers adopted as one of the elements under training recognized it strength for conveying a message to a large audience, while seeking opportunity to hear and comment on view of recognized authorities. Lecturers have access to a broad range of ideas through conference which lead to the enhanced performance.

Edet &Nkama (2013) stated that attending a conference also has numerous benefits to the lecturers, and this includes, but, not limited to the following:

i. They allow lecturers to better demonstrate their professionalism, their understanding of the ongoing need for professional learning and the broader role of educators.
ii. Recognizing, acknowledging, and rewarding individual creativity to create greater job satisfaction, enhanced self-worth, and professional pride in teaching.
iii. Providing a forum for participatory inputs that affects the sense of investment and consequent ownership that all participants develop toward their school;
iv. Assist lecturers in understanding and effectively using the instructional text in the classroom, new textbooks, lecturers' guides, and also support lecturers to better meet the needs of their students;
v. Develop lecturers reflective practice and problem-solving skills in teaching/lecturing, administration, and community relations; and
vi. Facilitate a process of collegiality in order to reduce lecturer's isolation and thereby enhance the prospect of nurturing substantive change in lecturer's beliefs and practices.

Factors that Affects the Contribution of TETFund toward Staff Development at FUGA

Academic Staff development at Federal University Gashua currently faces many questions and challenges which stems out of the organisational need for continuous learning and

change. Among the many challenges faced in Academic Staff Development (STD) include but not limited to the following as presented base on our research survey at FUGA

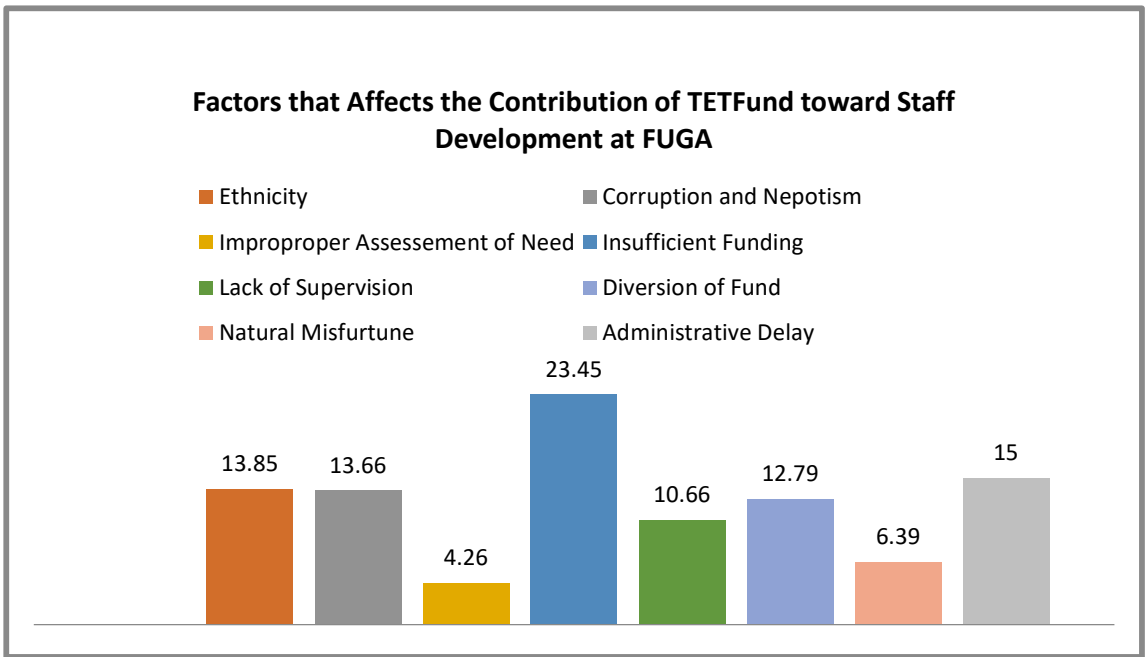


Figure: Factors that Affects the Contribution of TETFund toward Staff Development at FUGA

Source: (Researchers survey 2024)

Our survey from the university,65 (13.85%) revealed that Federal University Gashuaexpected to be catalyst for national development appears to be at the mercy of state's internal intricacies with issues of ethnicity taking centre stage in the development of academic staff. Duruji et al., (2014) noted that the issue of ethnicity has fuelled distrust and suspicion among the various ethnic groups and nowhere is the destructive effect of ethnicity more evident than in the nation's higher education institutions with national development remaining at the receiving end. It reflects in the appointment of administrative personnel saddle with staff training and development. The negative effect of ethnicity has brought about the displacement of brilliant academics and the eventual loss of those who through teaching, research and community development would have contributed meaningfully to national development. In addition, there are cases of corruption and nepotism which was expressed by 64 respondents representing (13.66%). The global coalition against corruption in its 2014 ranking rated Nigeria as the 136th most corrupt country in the world. In as much as one would agree that corruption is a global phenomenon with public notables and bureaucrats abusing their offices for personal gain, the incidence of corruption in all sectors of Nigeria and regrettably, the higher education sector has assumed a worrisome dimension. The quality of education has been sacrificed in higher education institutions in Nigeria including Federal University Gashua because of the insatiable desires of some educational bureaucrats to find the easiest means of accumulating wealth. Today, HEI's in Nigeria are losing focus because HEI managers are busy pursuing their overall interest rather than the interest of their respective higher education institutions. Yizengaw (2008) noted that leadership and management in Sub-Saharan Africa face many challenges, as expressed in the incidence of uneconomical procurement through contract over-invoicing and large allocation of scarce finances to non-instructional expenditures leaving little or nothing for academic staff

development. Similarly, 20 respondents representing (4.26%) clearly portrayed improper assessment of needs as a factor that affect academic staff development at FUGA. Insfficient funding is represented by 110(23.45%), Finance is a critical aspect in the administration of TETFund intervention toward academic staff development at FUGA and serves as a major driver in the actualization of their various policies. The National Policy on Education which is the document for the effectiveadministration, management and implementation of education at all tiers of government states that sinceeducation is an expensive social service, there is need for adequate provision from government for successfulimplementation of government projects, programmes and policies (NPE, 2014). About 90 per cent of the fundsavailable to Federal University Gashua are from allocation from the Federal Government of Nigeria (FGN). Inadequate or poor allocation of funds affects theconditions of service of staff determining how much development opportunities that is open forthem.While, 50(10.66%) responses revealed that, there is lack of Supervision and it affects the contribution of TETFund toward staff training and development in the University. Similarly, 60(12.79%) of our record revealed that, there are few cases of Diversion of Fund main for staff Training and Development by either the university management or the beneficiary staffs. In addition, Natural misfortune (sicknes/death), is represented by 30 (6.39%). Finally, Administrative Delay in programme approval and releases of fund constitute 70(15%) factors affecting academic staff development at FUGA respectively

Conclusion

Based on the findings from the analysis of data collected for this study, the study found that adequate implementation of TETFundintervetion grant has a positive and significant effect on the academic staff development at Federal University Gashua

Additionally, the study found that TETFund conference attendance has a positive and significant effect on the academic staff development at Federal University Gashua.

The paper revealed that TETFund has contributed fairly toward academic staff development; and that, insfficient funding had significant effects on academic development at Federal University Gashua.

Again, the study found that structural and institutional constraints also demonstrate a significant effect of institutional constraints on academic staff development at Federal University Gashua.

Recommendations.

From the analysis of the data collected for this study and result of the tested hypotheses, the following recommendations were made:

1. Federal Government through the Tertiary Education Trust Fund (TETFund) should increase the annual normal allocation particularly on Academic content-based interventions like Conference attendance and journal publication in our Tertiary Institutions in order to train significant number of staff for maximum productivity.
2. The Tertiary Institutions should Endeavour to access and utilize Funds made available by TETFund for staff development to ensure improvement in the teaching and learning processes.
3. There should be an open-door policy to all lecturers at FUGA to allow them attend conferences at least in two years to better demonstrate their

professionalism, their understanding of the ongoing need for professional learning and the broader roles academics.

4. Finally, TETFund should make provision to allow a tertiary institution to assess missed funds met for the previous year instead of forfeiting such allocations.

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