

IMPACT OF TERTIARY EDUCATION TRUST FUND'S INTERVENTIONS ON STAFF TRAINING AND DEVELOPMENT OF INSTITUTIONS IN NORTH-WEST, NIGERIA

BY

Dr. ABUBAKAR MUAHAMMAD JUMARE: Institute of Education, Ahmadu Bello University, Zaria

MUSA MUHAMMAD IBRAHIM: Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria; musaibraheem01@gmail.com

&

MUHAMMAD GARBA SABONSARA: Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria

Abstract

This study examined the Tertiary Education Trust Fund's interventions on Staff Training and Development of Institutions in North-West, Nigeria. The study has 2 research questions and 2 null hypotheses were formulated. Descriptive research design was adopted for the study. The population of the lecturers was 1241 of which 423 was sampled out of the population using research advisors table. A self-developed structured questionnaire was used to collect data from the respondents and validated by expert in the area of educational Administration and Planning, Ahmadu Bello University, Zaria. The data collected were presented in table and were analyzed using frequency and simple percentage. Percentage was to analysed research questions. The major findings of the study were; TETFund Intervention on Staff Training and Development has led to acquisition of higher degrees by many staff of the Tertiary institutions in the North-West, that TETFund support on conferences attendance enabled staff to learn and update their skills, that TETFund TP intervention had increased students understanding of teaching methods, among others. It was recommended that Federal Government through the TETFund should increase the annual normal allocation particularly on Academic/ content-based interventions like Staff Training and Conference attendance in our Tertiary Institutions in order to train significant number of staff for maximum productivity.

Keywords: TETFund's interventions, Staff training and Staff development

Introduction

Education is one of the biggest and most viable sectors of every modern economy. It is a catalyst for strategic development and a critical component to fully realize a country's potential (Ukeje, 2012). As such governments all over the world intervene substantially in the education sector by rendering support to the institutions, students and system (Moja, 2010). In Nigeria, a "National Policy in Education" was established in 1977 to ensure the education sector supports government's development goals and provide a coherent platform for the coordination and delivery of education at all tiers of government. However, there were challenges to the implementation of the policy which culminated with industrial conflicts and agitations.

The Education Trust Fund (ETF) was established in 1993 pursuant to the Education Tax Act 1993, as an Intervention Fund to administer and disburse 2% education tax imposed on profits of all registered companies operating in Nigeria (TETFund, 2014). The ETF started off well in intervening at all aspect of public education but became overburden, overstretched and less effective mainly due to inadequate funding and an expanded scope (Udo & Nkwede, 2014).

Subsequently, in 2011 a Tertiary Education Trust Fund (TETFund) replaced the ETF with special focus on improving and sustaining education in States and Federal Tertiary Institutions using the same 2% education tax specifically, the TETFund has the mandate to intervene and mitigate the apparent lingering problems noticed in the education sector since the early 1990s, which are often attributed to the inadequacy of infrastructural and academic learning facilities; and funding (Udu & Nkwede, 2014). Generally, TETFund is responsible for the repositioning of public tertiary institutions in Nigeria by translating vision into a strategic plan for promoting higher education.

Generally, there are inadequate and decaying human and material resources in the Nigerian Tertiary Education Sector. As stated in the Nigerian Education Report (2012), the governments have abdicated from its responsibilities in the education sector for too long. One of the main issues in the tertiary education sector is inadequate funding. The various tiers of government are not investing enough funds in the education sector to tackle manpower development, and research output issues some of the lingering problems noted are (Nigerian Education Report, 2012).

Intervention can be defined as the systematic process of assessment and planning employed to remediate or prevent a social education or developmental problem. It can also be defined as any interference in the affairs of others especially by one state in the affairs of another. Staff training and development is the key to achieving Organizational success and corporate development. Training and development programmes improve employees' skills and performance at work place, enhance their technical knowledge wherewithal to withstand the challenges of contemporary times, thus effective tools for sustaining and enhancing workers' productivity in the organization (Halidu, 2015). Training and development is the process that enable organizational members to acquire knowledge and skills they need to perform their jobs effectively, take up new responsibilities and adapt to changing circumstances. Thus, it enables organizational members to become better performed.

It is important, however, to distinguish the two terms. Training primarily focuses on teaching organizational members how to perform their current jobs and helping them acquire the knowledge and skills they need to be effective performers. It is usually for non-managerial state. Development on the other hand, is technically managerial inclined. It focuses on building the knowledge and skills of organizational members, so that they are prepared to take on new responsibilities and challenges. The use of initiative between the mangers and non-managers also differ. For mangers or administrators, the expectations, including use of initiatives, is wider when compared with non-mangers (Agbaeje, 2017).

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. One definition of “conference”, is “a formal meeting of two or more states, political groups, etc., especial to discuss differences or formulate common policy”. 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 inference that can be drawn from all of these different definitions is that a conference involves people coming together to discuss issues, solve problems, or share ideas. Staff attends conferences to learn about current events, trends, and technology, to participate in continuing education, and to build networks. The knowledge acquired at conferences is necessary for professional 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 professional capacity building.

Research Objectives

This research sought to achieve the following objectives:

1. Analyze Impact of Tertiary Education Trust Fund’s Intervention on Staff Training and Development in Institutions in North-West Nigeria.
2. Examine Impact of TETFund’s Intervention’s on Conference attendance for Staff of Institutions in North-West Nigeria.

Research Questions

This research question sought to answers at end of the study: -

1. What are the impacts of Tertiary Education Trust Fund’s Intervention on Staff Training and Development in Institutions in North-West Nigeria?
2. How TETFund’s Intervention’s has impact of Conference attendance for Staff of Institutions in North-West Nigeria?

Research Hypotheses

Following null hypothesis were formulated and tested in the study;

- H₀₁**- There is no significant difference in the opinion of TETFund Officials, Deans, lecturers and TETFund Desk officers on Tertiary Education Funds’ intervention on staff Training and Development in institutions in North-west Nigeria.
- H₀₂**- There is no significant difference in the opinion of TETFund Officials, Deans, lecturers and TETFund Desk officers on Tertiary Education Trust Funds’ intervention on conference/ workshop attendance in Institutions in North-west, Nigeria.

Methodology

Descriptive research design was adopted for the study. The population of the lecturers was 1241 of which 423 was sampled out of the population using research advisors table. A self-developed structured questionnaire was used to collect data from the respondents and validated by expert in the area of educational Administration and Planning, in Ahmadu Bello University, Zaria. The researchers employed a research assistance to help them to collect the data from respondents in

various sample area. The data collected were presented in table and were analyzed using frequency and simple percentage in answering research questions. The two hypotheses were tested using One Way Analysis of Variance (ANOVA) for the null hypotheses at 0.05 alpha level of significance. Simple frequency and percentage was to analysed research questions. This section covered the opinion of respondents in item 1- 10 as reflected in the questionnaire. The items include TETFund intervention on staff training has led to acquisition of higher qualifications by staff of tertiary institution for better productivity, TETFund intervention on staff training can lead to improvement of teaching and learning in tertiary institutions acquisition of higher education equips academic staff to keep ahead with recent development in their areas of specialization.

Table 1: Opinions of Respondents on the Impact of TETFund Intervention on Staff Training and Development for Professionalism in Institution

S/ N	Item Statement	Category of Respondents	Respondent's Opinions									
			SA		AG		UD		SD		DA	
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
1.	TETFund intervention on staff training has led to acquisition of higher qualification by staff of tertiary institution for better productivity	Deans	19	90.5	02	9.5	00	00	00	00	00	00
		Lecturers	312	89.1	38	10.8	00	00	00	00	00	00
		TETFund Desk officers	19	86.4	3	13.6	00	00	00	00	00	00
		TETFund officers	05	100	00	00	00	00	00	00	00	00
2.	TETFund intervention on staff training can lead to improvement of teaching and learning in tertiary institution	Deans	18	85.7	03	14.3	00	00	00	00	00	00
		Lecturers	259	740	87	24.9	00	00	00	00	04	1.1
		TETFund Desk officers	16	72.7	06	27.3	00	00	00	00	00	00
		TETFund officers	4	80.0	01	20.0	00	00	00	00	00	00
3.	Acquisition of higher education academic staff to keep abreast with recent development in their areas of specialization	Deans	16	76.2	05	23.8	150	00	00	00	00	00
		Lecturers	255	72.9	91	26.0	04	1.1	00	00	00	00
		TETFund Desk officers	17	77.3	05	22.7	00	00	00	00	00	00
		TETFund officers	04	80.0	00	00	01	20.0	00	00	00	00
4.	The field work during post graduate studies increase and improves the experiences of academic staff in	Deans	09	429	11	524	01	4.3	00	00	00	00
		Lecturers	189	54.0	141	40.3	20	5.7	00	00	00	00
		TETFund Desk officers	15	68.2	06	27.3	01	4.5	00	00	00	00
		TETFund officers										

	tertiary institution	TETFund officers	03	60.0	02	40.0	00	00	00	70	00	00
5.	The field work during the postgraduate studies increases the organization and skills of academic staff in tertiary institution	Deans	07	33.3	13	61.9	01	4.3	00	00	00	00
		Lecturers	147	420	182	52,0	21	6.0	00	00	00	00
		TETFund Desk officers	09	409	10	45.5	03	13.6	00	00	00	00
		TETFund officers	03	60.0	02	40.0	00	00	00	00	00	00
6	Acquisition of higher education prepares academic staff in tertiary institution for greater responsibilities and motivate them to put more efforts on their performance	Deans	15	71,4	06	286	00	00	00	00	00	00
		Lecturers	230	65.7	103	274	09	2.6	08	2.2	00	00
		TETFund Desk officers	15	68.7	07	31.8	00	00	00	00	00	00
		TETFund officers	03	60.0	02	40.0	00	00	00	00	00	00
7	TETFund intervention staff training boost morale and enthusiasm of academic staff in tertiary institution	Deans	10	476	11	5.4	00	00	00	00	00	00
		Lecturers										
		TETFund Desk officers	202	57.7	36	389	04	1.1	00	00	08	2.2
		TETFund officers	12	545	07	31.8	01	45	00	00	02	9.0
		TETFund officers	04	8.0	0	20.0	00	00	00	00	00	00
8.	Acquisition of higher education by academic staff in tertiary institution enhance high productivity	Deans	09	42.9	12	57.1	00	00	00	00	00	00
		Lecturers										
		TETFund Desk officers	190	54.3	12.	36.0	34	9.7	00	00	00	00
		TETFund officers	11	50.0	08	36.4	03	13.6	00	00	00	00
		TETFund officers	03	60.0	02	40.0	00	00	00	00	00	00
9.	The post graduate studies in our tertiary institution increases the experiences, skills, knowledge, and understanding of staff and these ultimately improve the	Deans	06	28.6	15	714	00	00	00	00	00	00
		Lecturers										
		TETFund Desk officers	182	52	84	440	14	4.0	00	00	00	00
		TETFund Officers	11	50.0	11	50.0	00	00	00	00	00	00

	performance of our academic staff in the tertiary institution		04	20.0	01	20.0	00	00	00	00	00	00
10.	In-service training help lecturers in tertiary institutions to master their area of specialization and this improve their performance in the class	Deans	05	23.8	10	47.6	06	28.6	00	00	00	00
		Lecturers										
		TETFund	174	47.7	123	35.1	40	114	13	3.7	00	00
		Desk	12	545	08	36.4	02	9.0	00	00	00	00
		officers										
		TETFund officers	04	20.0	01	20.0	00	00	00	00	00	00

This could be concluded that all the respondents had agreed with the item statement. This section captured the opinions of respondents on TETFund intervention on conference attendance for staff development and professionalism in institutions in North-West geographical zone Nigeria. This item in the section covered 11 – 20 statements in the questionnaires include TETFund support on conference attendance enable staff to learn and update their skills, TETFund support on workshop training aid lecturers in tertiary institutions to gained opportunity to overcome issues that are challenging in their area of specialization, through TETFund support on workshop, lecturers I our tertiary institutions learn more on how to facilitate a workshop.

Table 2: Opinions of Respondents on TETFund intervention on conference attendance for staff development and professionalism in institutions

S/N	Item Statement	Category of Respondents	Respondent's Opinions									
			SA		AG		UD		SD		DA	
			Freq	%	Freq	%	Freq	%	Freq	%	Fr eq	%
11.	TETFund support on conference attendance enables staff to learn and update their skills	Deans	16	76.2	05	25.8	00	00	00	00	00	00
		Lecturers										
		TETFund	203	58.0	129	36.9	00	00	09	2.5	00	00
		Desk	10	45.5	10	48.5	02	9.0	00	00	00	00
		officers										
		TETFund officers	04	80.0	01	20.0	00	00	00	00	00	00
12.	TETFund support on workshop training aid lecturers in tertiary institutions to gained opportunity to overcome issues that are challenging in their area of specialization	Deans	12	57.1	07	33.3	02	9.6	00	00	00	00
		Lecturers	169	43.3	14.5	44.4	13	3.7	00	00	23	6.5
		TETFund	11	50.0	09	40.9	02	9.0	00	00	00	00
		Desk										
		officers	03	60.0	02	40.0	00	00	00	00	00	00
		TETFund officers										

13	Through TETFund support on workshop, lecturers in our tertiary institutions learn more on how to facilitate a workshop	Deans	02	9.5	17	81.0	02	9.5	00	00	00	00
		Lecturers	103	29.4	182	52.0	54	15.4	179	51.1	00	00
		TETFund	09	40.9	09	40.9	04	18.1	00	00	00	00
		Desk officers	103	29.4	182	52.0	54	15.4	179	51.1	00	00
14.	Listening to presentations at conferences supported by TETFund staff of tertiary institutions what others are doing	Deans	06	28.6	15	71.4	10	00	00	00	00	00
		Lecturers	160	45.7	165	47.1	13	3.7	12	34	00	00
		TETFund	12	54.5	06	27.3	01	45	03	13,6	00	00
		Desk officers	03	60.0	01	20.0	01	20.0	00	00	00	00
15.	Conference attendance assist lecturers in tertiary institutions to design and carryout researches and present their findings at the conference of critiquing and possible publications	Deans	11	52.4	10	476	22	6.3	00	00	00	00
		Lecturers	164	469	164	469	22	6.3	00	00	00	00
		TETFund	08	36.4	11	50.0	03	13.6	00	00	00	00
		Desk officers	04	80.0	01	20.0	00	00	00	00	00	00
16	Attending conferences supported by TETFund exposed participants to different style of presentations	Deans	11	52.3	07	33.3	02	7.5	00	00	01	4.8
		Lecturers	165	47.1	147	42.0	30	8.6	00	00	08	2.2
		TETFund	10	45.5	10	45.5	02	90	00	00	00	00
		Desk officers	02	40.0	01	20.0	02	40.0	00	00	00	00
17	Conference attendance provide platform for delegates to share experience learn from each other and also learn best practices in the profession	Deans	13	61.9	07	33.3	01	4.3	00	00	00	00
		Lecturers	220	62.9	113	32.3	17	4.8	00	00	00	00
		TETFund	11	50.0	09	40.9	02	9.0	00	00	00	00
		Desk officers	03	60.0	02	40.0	00	00	00	00	00	00
18.	Attending conferences enable the participants	Deans	05	23.8	13	61.9	03	14.3	00	00	00	00
		Lecturers										

	to reconnect with old friends	TETFund Desk officers	98	280	187	53.4	52	14.9	13	3.7	00	00
		TETFund officers	06	27.3	11	50.0	05	22.7	00	00	00	00
		TETFund officers	03	60.0	00	00	02	40.0	00	00	00	00
19.	Conference gives new life to work and helps the individuals to network	Deans Lecturers	13	61.9	07	35.3	00	00	00	00	01	4.8
		TETFund Desk officers	154	44.0	153	43.7	30	8.6	00	00	13	3.7
		TETFund Officers	09	409	10	45.5	03	8.6	00	00	13	3.7
			03	60.0	02	40.0	00	00	00	00	00	00
20.	Participation of lecturers in seminars/workshops supported by tetfund help them learn practical skills and use tools freely	Deans Lecturers	05	23.8	13	61.9	03	14.3	00	00	00	00
		TETFund Desk officers	117	33.4	189	54.0	34	9.7	10	2.8	00	00
		TETFund officers	10	45.5	12	54.5	00	00	00	00	0	00
		TETFund officers	03	60.0	01	20.0	01	20.0	00	00	00	00

Item 11, 12, 13, 14, 15, 17, 18, 20 was on whether TETFund support on conferences attendance enables staff to learn and update their skills, workshop training aid lecturers in tertiary institutions to gained opportunity to overcome issues that are challenging in their area of specialization, listening to presentations at conferences supported by TETFund inform staff of tertiary institution what others are doing, conference attendance assists lecturers in tertiary institution to design and carry out researches and present their findings at the conference of critiquing and possible publication, conferences attendance provide platform for delegates to share experiences, learn from each other and also hear best practices in the profession, attending conferences enable the participants to connect with old friends, and participation of lecturers in seminars/workshops supported by TETFund help them learn practical skills and use tools freely. This showed that conferences give new life to work and helps the individuals to network.

Hypothesis I: There is no significant differences in the opinion of the TETF fund Officials, deans, lecturers and TETFund desk official on tertiary education funds invention on staff Training and development for professionalism in institution in North West Geographical zone in Nigeria.

Table 3: Analysis of Variance on Tertiary Education Funds Intervention on Staff Training and Development for professionalism in Institutions

Status	Sum of Square	Df	Mean Square	F	Prob.	F. critical
Between groups	6.021	3	2.007			
				0.088	.966	2.68
Within groups	8953.539	394	22.725			
Total	8959.560	397				

Table 3 show f-ratio value (.088) at 3 Df 394 and at the level 0.05. The critical value (2.68) is Greater than f. ratio (0.88). The probability level of significance P (.966) is greater than 0.05. This means that there is no significant difference in the opinion of the TETF fund. Officials, Deans, Lecturers and TETFund Desk officials on Tertiary Education Funds intervention on staff Training and development for professionalism in institutions in North-West Geographical zone in Nigeria. Therefore, the null hypothesis is retained.

Hypothesis II: There is no significance difference in the opinion of respondents on the TETFund officials, Deans, lecturer and TETFund desk officials on tertiary education funds, invention on conference

Table 4: Analysis of Variance on Tertiary Education Funds Intervention on Conference Attendance for staff development and professionalism in Institution

Status	Sum of square	Df	Mean square	F	Prob.	F. critical
Between groups	58.350	3	19.450			
				.660	.577	2.68
Within groups	11619.271	394	29.491			
Total	11677.621	397				

Table 4 shows f-ratio value (.660) at 3 df 394 and at the level 0.05. The critical value (2.68) is greater than f-ratio values (.660). The probability level of significance P (.577) is greater than 0.05. This means that there is no significant difference in the opinion of the TETF fund officials, Deans, lecturers and TETFund desk officials on Tertiary Education funds intervention on conference attendance for staff development and professionalism in institutions in North West Geographical zone in Nigeria. Therefore, the null hypothesis is retained.

Discussion of Findings

In the course of assessing TETFund interventions on Staff Development for professionalism in Institutions in the North-West geographical zone Nigeria from the perspective of Deans, Lecturers, TETFund Desk Officers and TETFund Officials, 6 research questions were formulated and answered. Also, a total of six null hypotheses were tested and established

possible significant differences in the opinions of the respondents in the assessment of the variables used in line with the research objectives and questions.

The major findings of the study on the “impact of Tertiary Education Trust Fund’s Intervention on Staff Training and Development for professionalism in Institutions in North-West Geographical Zone Nigeria”. The findings show that, majority of the respondents that include Deans, Lecturers, TETFund Desk Officers and TETFund officials agreed that TETFund Intervention on Staff Training and Development has led to acquisition of higher qualification by staff of Tertiary Institutions for better productivity.

With regard to the stakeholders’ opinion on TETFund’s Intervention’s on Conference attendance for Staff development and professionalism of Institutions in North-West Geographical Zone Nigeria. The findings show that, TETFund support on conferences attendance enabled staff to learn and update their skills.

Conclusion

Based on the findings from the analysis of data collected for this study and the results of the tested hypotheses, the researcher concludes that, the Intervention on staff Development and professionalism in Tertiary Institutions in North West Geographical zone Nigeria by TETFund have brought changes in the institutions. These include: Acquisition of higher qualifications by staff of Tertiary institutions for better productivity, Improvement of teaching and learning processes in Tertiary Institution and Staff to learn and update their skills through conference attendance and become more professional in their respective area of specialization at various institutions in North-West Geographical Zone, Nigeria.

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 Staff Training, Conference attendance and Research interventions 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.

References

- Agbaeje, D. E. (2017). Effective Manpower Utilization in the Local Government System: Predicaments and Hopes. *Strategic Manpower Planning and Development*. Edited by Onah, F.O: Nsukka, Great AP express publishers.
- Hilidu, R. (2015). *Employee Development*, 2nd, London, IPM.
- Moja, J. (2010). *How to Succeed in your Masters and Doctoral Studies: A South African Guide and Resource and Resource Book*. Pretoria; Van Schalk Publishers.

Nigeria Education Report. (2012). *6.000MW: Can Yar'Adua Achieve December Electricity Deadline?* Nigeria Tribune, p. 25.

TETFund. (2014). *Factors Affecting Completion of Research Projects by Researchers: A Study of Three University Nigeria*. In the Nigeria International Journal of Open and Distance Learning Vol.1, No.1, 2014

Ukeje, R. I. (2012). *Introduction to Research Methods and Statistics in Education*. Port Harcourt: Chadik printing press. USA, Book power/ ELST.

Udo, O., and Nkwede, J. (2014). *The Social Research Workshops, Quantitative Educational Research*. Synopsis and Reflections on the Scope of Data Analysis'. 27 May, 2014.