

**THE IMPACT OF EXTERNAL FUND INTERVENTIONS ON TERTIARY
INSTITUTION'S STAFF DEVELOPMENT IN NIGERIA:
*A case study of selected tertiary institutions in Yola metropolis***

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Abstract

This study titled the impact of external fund interventions on tertiary institution's staff development in Nigeria was a case study of selected tertiary institutions in Yola metropolis. The study evaluated the impact of TETFund on tertiary institution's staff development with a particularly interest in Federal University of Technology Yola, Federal College of Education Yola and Adamawa state Polytechnic Yola. Using descriptive and analytical method of analysis mainly simple percentage, mean score and chi- square statistic, the study made use of primary data obtained using questionnaires. The findings revealed that TETFund had positive significant effects on the development of tertiary institution's staffs. Based on the findings, the research recommends among others, that more awareness should be made to tertiary institutions staff on TETFund staff development programmes. Fund made for staff development by TETFund should be release to every staff that has met the requirement and that the government should ensure the sustainability of TETFund by formulating policies, activities and programmes that would ensure its continuity. It is our strong belief that the establishment of some if not all the recommendations would go a long way to improve the impact of TETFund on the development of tertiary institution's staffs in Nigeria.

Key words: *Tertiary Institutions, External fund interventions, TETFund and Staff developments*

Introduction:

Every nation of the world needs high level man power for it continues development and sustainability. It is this manpower needs that necessitated the establishment of higher education in Nigeria. NOUN (2006) observes higher demand for indigenous middle level manpower by the colonial government and increasing agitation from the nationalists for higher education in Nigeria as some of the reasons for the establishment of higher education in Nigeria. These factors led to the establishment of Yaba high college in 1932 as the first higher educational institution in Nigeria. The college was promoted to a full fledged university in 1948.

According to Abdulkareem & Fasasi (n.d), sustainable development in Nigeria requires the availability of competent and committed human resources. Using Education as a tool, the Government hopes to produce manpower that will serve in different capacities and contribute positively to the nation's socio-economic and political development. Specifically, the Government intends to gear higher education towards high level relevant manpower training, self reliance, national utility and international understanding ((Federal Republic of Nigeria (FRN), 2004)). In pursuit of these objectives, institutions of higher learning such as universities, polytechnics, colleges of education and monotechnics are established in different parts of the country by the government, private organizations and individuals. These institutions admit, train and graduate students in different fields. The expectation is that, the graduates will work in different sectors of the economy and contribute their quotas towards making Nigeria a developed nation.

However, the expectations for the establishment of these institutions are far from being fully attended. This is partly due to high cost of running the institutions which include cost of materials, equipment and research among others. One of the critical issues facing the Nigerian tertiary institutions is staffing and staff development, a situation which has been compounded by the rapid rate of establishment of universities in the country in the past few years.

NOUN (2006), observes that Higher education was not within the reach of the missionaries who brought education to Nigeria, due to its capital intensive nature. Having discovered the capital intensive nature of running higher education particularly university education, government had explore various options within its reach to fund these institutions including external funding to curb the challenge of underfunding in the institution. Ezekwesili (2006), observes that underfunding of education, more so at higher education level has become recurring phenomenon the polity, as almost everybody seems to agree that funds allocation to the sector cannot meet the sectoral and sub-sectoral needs in view of monumental decadence in the education sector.

Most of the funds channelled to the institutions were aimed at achieving the objectives for the establishment of the institutions which includes training of high level manpower for the economy. This expectation cannot be achieve without lecturers who are the vehicle for the transmission of skills and knowledge from generation to generation.

One of the sources of external funding to the Nigerian university (higher institutions) today is the Tertiary Education Trust Fund (TETFund) formerly Education Trust Fund

(ASUU, 2013). The TETFund is aimed at mobilizing and channelling funds for both physical and human resources development of the tertiary institutions in Nigeria.

Since the enactment of the TETFund Acts in 2011 and its subsequent implementations, there is no certainty as to how far the fund has impacted staff development in the Nigerian tertiary institutions. It is in the light of the above that this study seeks to evaluate the impact of external fund interventions on tertiary institution's staff development in Nigeria with a particular interest in some selected tertiary institutions in Yola metropolis.

Specifically, the study intends to find out the need for external funding in the Nigerian tertiary institutions, determine the impact of TETFund as external fund intervention on tertiary institution's staff development by testing the hypothesis H_{01} : TETFund has no significance impact on tertiary institution's staff development, determine the problems associated with accessing TETFund by tertiary institutions staff and Suggest easy ways for tertiary institution's staff to access TETFund.

Literature review:

The evolution of higher education in Nigeria

Historians of Nigerian education had agreed that the establishment of the Yaba higher college in 1932 marked the beginning of higher education in Nigeria (Ekundayo, n.d). The college was to provide intermediate level manpower in Medicines, Agriculture, Engineering, Surveying and Teacher Education for secondary school. According to Ekundayo (n.d), for a very long period, Yaba Higher College remained the only source of middle level manpower in the country.

In 1943, the Elliot commission on higher education was established. The commission was to report on the organization and facilities of the existing centres of higher education in British West Africa and to make recommendations regarding future university development in the area (NOUN, 2006). In its report of June 1945, the commission observed that; "the need for educated African in west Africa in general already far outrun the supply, present and potential" and recommended that there should be a University College in Nigeria. Consequently, the University College, Ibadan was established in 1948. It was however affiliated with the University of London. Students of Yaba Higher College became its foundation stock. (Ekundayo, n.d).

Following the recommendations of a delegation of the inter-University council for Higher education in the British Colonies that Polytechnics be established as regional instead of territorial college, the government of Nigeria appointed a commission to conduct a survey to specify the scope and nature of Polytechnics in the country. The report submitted in April 1949 made a strong case for technical education to meet the requirements of industries and commerce and pay attention to teacher training. In response to the needs, three colleges were subsequently established, one in each of the three regions; the Nigeria college of arts, science and technology, Zaria (1952), Ibadan (1954) and Enugu (1955). These colleges were to provide technical education of non-university characters leading to the award of Diploma (Adesina, 2004).

In 1959, the major step towards expansion of access to higher education in Nigeria was taken through the establishment of the Ashby Commission. The commission was required to conduct an investigation into the Nigeria's needs in the field of post-secondary certificate and recommend for the period of 20 years (1960-1980). The report of the commission recommend among others, that more Grade I teachers should be produced, number of technical institution should be increase and that autonomous universities should be established (Ashby, 1960).

Following the adoption of the report, the following Universities were established: the University of Ibadan, Ibadan (1948), the University of Nigeria, Nsukka (1960), the University of Northern Nigeria now Ahmadu Bello University, Zaria (1962), the Univeristy of Ife now Obafemi Awolowo University Ile-Ife (1962) and the University of Lagos, Lagos (1962). (Ekunndayo, n.d). Thus, Ashby commission is seen as the commission that laid the foundation for higher (tertiary or universities) education in Nigeria.

Since then, Nigeria continued to witness tremendous increase in the establishment of tertiary institution across the country. As at 2008, there are a total of ninety two (92), universities in Nigeria comprising of 31 state universities, 27 federal universities and 34 private universities (NUC, 2008). In 2011 and 2012, the federal government established nine (9) and three (3) more federal universities respectively in the country. In all there are now three hundred and seventy eight (378) tertiary institutions (universities, colleges of educations, polytechnics etc) in Nigeria accredited by Joint Admission and Matriculation Board (www.exams guru.net). More are still expected.

The needs for funding tertiary institutions in Nigeria:

The belief that education is an engine of growth rests on the quantity and quality of education in any country. In Nigeria, the demand for popular education is so high because education is not only an investment in human capital, but also a pre-requisite as well as a correlated for economic development (Adeyemo 2000). This has made the demand for education to be higher than its supply.

According to the National policy on Education (2004) as contained in Akinsanya (2007), education is explicitly a government affair in which free education is to be provided by the government at all levels when and practicable. The government had been carrying out this responsibility. However, with increasing population and the growing demand for education in the country, the pool of funds to the sector has been greatly inadequate.

Ezekwesili (2006), observes that underfunding of education, more so at higher education level has become recurring phenomenon the polity, as almost everybody seems to agree that funds allocation to the sector cannot meet the sectoral and sub-sectoral needs in view of monumental decadence in the education sector.

According to Rowell (2011), one of the major problems now facing higher education in Nigeria is the problem of under-funding. This is not surprising considering the fact that in the recent times, government revenues have reduced sharply, while the national economy itself is in total chaos. The government, which statutorily bears the costs of higher education in the country, now faces tight budget constraints due to the collapse of the oil market, and

the need to meet heavy and raising debt service obligations. To Onuka (2004), the higher education sub-sector, had suffered continuous decline in funding, when cognizance is taken of the falling value of the naira.

Furthermore, there is a growing recognition on the part of the masses and government that education is a fundamental human right, the provision of which is the responsibility of the government. This growing recognition and increasing demand for higher education by the citizenry beside the heavy cost of establishing and running the institutions, overstretches government fund made for the sector.

These and many more are the reasons why government seek for external fund intervention in funding of higher education in Nigeria.

Sources of fund available for Nigerian tertiary institution:

Sources of fund available for Nigerian tertiary institutions, refers to the various means through which the institutions obtained money to finance its activities.

Basically, tertiary institutions in Nigerian obtained their fund through government allocation/subvention. Onuka (2004), observe that government allocation/subvention constitute 91% percent of the source of fund for tertiary institutions in Nigeria.

Onuka (2004), identify other sources of fund available to Nigerian tertiary institutions to include: Tuition fees, Endowments, Development levies, Bonds, Loans, Return on Investment, Debentures, Stocks & Shares, Consultancy services, Use of University facilities, Sales of Products (Internal), Miscellaneous, and Eternal aids and grants.

Bamiro (2012), group the various sources of income to the Nigerian tertiary institutions in to three streams. The 1st Stream comprises of Government /proprietor allocation, ETF and other government agencies. The 2nd stream comprises of student's fees and levies while the 3rd stream comprises of consultancy services, gifts & donations, investment income, grants, endowments and others.

The Tertiary Education Trust Fund (TETFund), a brief review:

The Tertiary Education Trust Fund (TETFund) was established by an Act of the National Assembly in June 2011. The Act replaced the Education Tax Fund Act Cap. E4 laws of the Federation of Nigeria 2004 and Education Tax Fund (Amendment) Act No 17, 2003. The Fund was set up to administer and disburse education tax collections to the Federal and State tertiary educational institutions in Nigeria.

According to Fagge (2013), the Tertiary Education Trust Fund (TETFund) formerly Education Trust Fund (ETF) is a product of a challenge posed to ASUU by Government in the early 90s. Government then challenged ASUU to propose 'other' viable sources of generating funds that could be used to save tertiary education in the country through interventions and extra budgetary supports. ASUU worked out a detailed policy formulation and managerial structure of ETF (TETFund) which formed part of FGN/ASUU Agreement of 1992.

Although at its initial conception, the ETF intervention was intended to be a special intervention in Tertiary Education only, the Military government enlarged its scope to cover all levels of Education – Primary, Secondary and Higher Education. The intervention of the ETF did not make the intended significant changes in the education system at any level. In 2011, the ETF Law was repealed, the Tertiary Education Trust Fund (Establishment Act, etc.) Act was enacted as a transformative intervention agency for rehabilitation, restoration, and consolidation of the tertiary education in Nigeria (Fagge, 2013).

Today, TETFund is a substantial source of financial assistance to various institutions in the country, especially in the commencement, completion or rehabilitation of capital projects embarked upon by institutions at the Federal, State and Local Government levels.

Bamiro (2012), noted that ETF fund which TETFund originated from was used initially to support activities at all the levels of education based on a sharing ratio of 2:3:5 for the Primary, Secondary and Tertiary institutions respectively. However, through a major policy shift, informed by the commitment of the Federal government to revamping the higher education sector, TETFund is now to fund only public tertiary institutions. Consequently, the Fund is now referred to as the Tertiary Education Trust Fund (TETFUND). Most of the recent capital developments in our tertiary institutions have been sponsored or financed by the Fund.

In addressing challenges of Access and Quality of education, the objectives of the Nigeria Educational System is to

1. Develop world class institutions with world class infrastructure, learning resources and world class teachers.
2. Ensure that the institutions are able to produce highly skilled world-class manpower and Individuals with entrepreneurial flair.

To achieve this, the availability of fund is critical. Therefore, TETFund play a significant role in the area of Funding, Partnerships, Resource Mobilization and Utilization.

According to Aliyu (n.d), TETFund roles include:

1. Receives of funds through the Federal Inland Revenue Service as provided in the Education Tax Act, 2011.
2. Manages the funds.
3. Disburses the funds to beneficiary institutions.
4. Monitors the utilization of funds.
5. Assess utilization to ensure value for money.

According to TETFund (2014), areas of the fund interventions include:

1. Provision of essential physical infrastructure for teaching and learning
2. Provision of Instructional materials and equipment
3. Research, Book Development and Publication (Journals, et al)
4. Academic Staff Training and Development
5. Research grant and institutional academic journal publication
6. Library Development
7. Any other need, which in the opinion of the Board of Trustees is critical and essential for the improvement of quality and maintenance of standards in the educational institutions.

The Board of Trustees (BOT) of the Fund is statutorily charged with the responsibility of administering, managing and disbursements of these funds to beneficiaries in the public tertiary educational institutions under established guidelines.

The scope of the TETFund intervention according to Aliyu (n.d), is limited, in line with its enabling Act, as amended, to support 201 publicly owned tertiary educational institutions: 78 Federal and State Universities, 60 Federal and State Polytechnics and 63 Federal and State Colleges of Education. Furthermore, the enabling Act provides a ratio of allocation to beneficiaries. The ratio (Sharing Formula) which is on the basis of 2.1.1 covers Universities, Polytechnics and Colleges of Education:

50% - Universities

25% - Polytechnics

25% - Colleges of Education

Bamiro (2012), Observes that TETFund's normal interventions in the tertiary institutions are in the following areas:

1. Construction and Rehabilitation of buildings and laboratories
2. Procurement of teaching and research equipment
3. Academic staff training
4. Research and book development
5. Capacity building and teacher training programme
6. Provision of ICT infrastructure
7. Development of facilities that sustain institutions such as boreholes, electric power generators, etc.

TETFund intervention funds can easily be accessed by guidelines established by the Board of Trustees of the Fund in line with its enabling Act. The Guideline consists of the requirement that should mandatorily be met in order to qualify as a beneficiary of the fund on one hand and the conditionalities for accessing the intervention fund once enlisted as beneficiary (TETFund 2014).

For an institution to benefit from TETFund , it must be enlisted by approval of the Board of Trustees of TETFund to qualify as a beneficiary of TETFund intervention funds. To be enlisted as a TETFund beneficiary, the following must be fulfilled by prospective institutions:

- i. The prospective beneficiary must be a Public Tertiary Institution, that is, Federal or State University, Polytechnic and College of Education (COE).
- ii. The institution must be recognized by the relevant regulatory body – NUC, NBTE or NCCE as the case may be and evidence of this should be available both with the institution and the regulatory body for citing.
- iii. The institution must have been established by law via an Act of Parliament or Edict of the State House of Assembly and signed into law by the President or State Governor, as the case may be.
- iv. Academic activities, that is, Student Admission, teaching and learning, must have commenced at the institution.

- v. The prospective institution shall formally apply to the Fund to be enlisted as a beneficiary of the Fund.
- vi. TETFund shall visit to verify that academic activities have commenced and thereafter recommend to the Board of Trustees for enlistment as a beneficiary.
- vii. Following approval by the Board of Trustees, the institution shall be enlisted and formally notified.

To be eligible for the Academic Staff Training and Development programme, beneficiaries must have met the following conditions:

1. Be nominated by the Beneficiary's institution through the institution's AST & D Committee or Staff Development Committee as the case may. The institution must have met the requirements for beneficiary institution.
2. Completed TETFund AST & D Nomination Form duly signed by the Head of Department, Dean of Faculty and the Vice Chancellor or Rector or Provost of the beneficiary institution.
3. Submitted current Admission Letter (with cost implication, if the programme is tenable in foreign Universities/Institutions).
4. Submitted his/her Curriculum Vitae.
5. Submitted a duly completed, signed and stamped Bond form with the beneficiary institution where he/she is an employee in the teaching profession of the institution.
6. Submitted his/her Bank Details, i.e. Official Salary Pay Point.

According to TETFund (2014), the Mode of Sponsorship and current worth of the scholarship (in Naira) for the respective programmes as approved by the Board of Trustees are as follows:

- a). Ph.D Science (Local) Programme – N1, 500,000.00 for 3 years at the rate of N500,000.00 per year.
- b). Ph.D. Arts (Local) Programme – N1, 050,000.00 for 3 years at the rate of N350, 000.00 per year;
- c). Masters Science (Local) Programme – N700, 000.00 for 2 years at the rate of N350, 000.00 per year.
- d). Masters Arts (Local) Programme – N500, 000.00 for 2 years at the rate of N250, 000.00 and.
- e). All Foreign Programmes enjoy full sponsorship as follows:
 - i. Cover for Tuition fees, Bench Fees, Living Expenses, Health Insurance and Passages
 - ii. Variation of costs on Annual Tuition Fees only, but subject to confirmation from the foreign University where the AST & D Scholars are studying.
 - iii. Foreign Programmes in the ratio 70% for Science, Engineering and Technology-based courses including Bench Work and 30% for Arts/Social Science-based Courses that are critical to the development of any segment of the Nigerian economy.
- f). Foreign Masters is for a maximum period of 18months (1 1/2 years)
- g). Foreign PhDs is for a maximum of 3 1/2 years; and
- h). Bench Work period, ranges from 3months to a maximum of 1year.

According to TETFund (2014), the fund is disbursed using the following mode:

- i. Approved funds for beneficiaries are released en-bloc to the beneficiary institution's TETFund-Dedicated accounts. The beneficiary institution is advised to open a domiciliary account (for foreign programmes) and lodge these monies. This is to cushion the effect of exchange rate fluctuations. The released monies are to be disbursed on annual basis to the scholars on receipt of the scholar's progress reports.
- ii. Copy of the scholar's progress report must be forwarded to the Fund
- iii. First Disbursement to the approved scholar by the beneficiary institution should not be more than three (3) weeks of receipt/release of funds from TETFund.

The following documentation is required for accessing the academic staff training and development (AST & D) funds:

- a) List of Beneficiaries completed in the TETFund Institution Personnel Nomination Form, i.e. TETFund/NOM-SDT/FORM AS;
- b) Outline of the areas of training
- c) Name of Institution/Venue where training is tenable
- d) Date(s)/Period and Duration of the training
- e) Detailed Cost estimates for the training for the respective candidates including cost implication per candidate per year, especially for foreign programmes.
- f) Letter(s) of Admission of the respective nominated candidates/staff (i.e. current and/or validated admission).
- g) Candidate's course status, i.e. extent of completion (i.e. for returning students) certified by the Registrar of the Institution where programme/course is being run.
- h) Evidence of course completion, that is, Thesis and Certificate, must be forwarded to the Fund.
- i) Evidence of Acceptance for Bench Work – i.e. short Research-based training towards the completion of an on-going (local) Ph.D programme. Bench Work establishes and consolidates institutional linkages between world class foreign Universities and Nigeria (TETFund, 2014).

Empirical studies

Considerably studies have been carried out on higher education in Nigeria and its funding by authors. This section reviews few of these studies with the view of building and enriching existing literature on tertiary education in Nigeria.

Bamiro (2012), conducted a study titled, tertiary education in Nigeria and the challenge of corporate governance aimed at investigating the origin of higher education in Nigeria, the system of governance and management of higher education at the national level and tertiary education trust fund (TETFund) among others, find out that Our institutions are expected to transform into socio-economic development agents through the development and deployment of their teaching, research and innovation capacities to moving the country from resource-based economy to a knowledge-based economy. This expectations according to Bamiro (2014), calls for a paradigm shift in respect of formulation of strategic vision and plan for its implementation that addresses the key issues of environment for teaching, learning and research, funding and funding sources, and a governance system that manages

efficiently resource inflow and outflow. He then recommends that government and the institutions should focus attention on three key elements for transforming to world-class: staffing to ensure adequacy in quantity and quality, adequate resource inflow to support the fundamental functions –teaching, research and community service and the evolution of favourable governance structure.

Similarly, a paper presented by Mahmood (2011), on the opportunities for researchers under the tertiary education trust fund (TETFund), expound the various opportunities for research under TETFund. In his concluding remark Mahmood (2011) noted that will contribute maximally to the evolving paradigm shift of our national development especially within the context of the transformation Agenda of the present administration.

Abdulkareem & Fasasi (n.d) in their research, titled Reforms in higher education in Nigeria and the challenges of globalization, examines the relevance of reforms which were introduced on higher education. The study observes that higher education has witnessed series of reforms which are meant to improve the system and enhance its capability to produce competent personnel for national development. However, many graduates from tertiary institutions are not competent enough to meet the demand of labour market. Reforms introduced so far seem ineffective because adequate consideration has not been given to the needs of Nigerians in addressing the challenges posed by globalization to the education system. Therefore, the study recommended that reforms should emanate from the needs of the society and that fund, facilities and personnel should be made available for successful implementation of reforms.

Onuka (n.d), investigated the role of stakeholders in funding Nigerian universities in his study titled “Funding the Nigerian university education: the role of the various stakeholders”. The study which analysed its data using Chi-square, find out that Nigerian public university education has suffered deprivation from lack of adequate funding resulting in decadence in most segments of the university system. Other stakeholders in the industry apart from the government currently play little role in the funding of university education, so what the government is able to provide becomes grossly insufficient to keep the sector afloat unless something is done urgently by the stakeholders to rescue the situation, it portends dangers for the future. The study recommends among others that: 1. That the governments at the federal and state levels should, as matter of urgency, increase their subventions to their various universities rather than setting six or more universities simultaneously when the subsisting ones are under-funded. 2. All working adults in whatever sectors of the economy should pay pro rata education tax to be remitted to the universities for adequate funding universities to prevent further systemic decay in these institutions.

3. The Nigerian academic should intensify search for institutional research funds so as to earn some more revenue for their institutions as their contribution to arresting the decadence in the system.

Method of Analysis:

This research is a case study of some selected tertiary institutions in Yola metropolis, mainly Federal University of Technology Yola, Federal College of Education Yola and Adamawa State Polytechnic; the population of the study therefore, covers the entire academic staff members of these institutions. However, due to lack of time and space, a total of one hundred and twenty (120) academic staff ranging across the academic cadre, forty from each of the institutions shall be adopted as our population size.

Closed structured questionnaires were administered to the respondents. The response of the respondent were accessed using yes or no and four point Likert scale as stated below: (1) Strongly Agreed, (2) Agreed, (3) Disagree, and (4) Strongly Disagree.

The study made use of descriptive and analytical tools in analysing the data and testing the hypothesis formulated. In addition to tables, simple percentages and mean score, chi-square test statistic was used to test the hypothesis formulated. The chi-square test statistic according to (Idolor, 2010) is an important tool for hypothesis testing which is used to compare the 'observed' frequency distribution with the 'expected' frequency distribution.

The formula for the chi-square test statistics is as follows:

$$X^2 = \sum \frac{(O-E)^2}{E}$$

Where:

O = Observed frequency value

E = Expected frequency value

The expected frequency E is calculated by dividing the number of respondents by the possible number of responses.

Degree of freedom (d.f) = (r-1) (c-1)

Where:

r = number of rows

c = number of Columns

The decision rule is to accept the null hypothesis if the calculated chi-square value is less than the critical value obtained from the distribution table, or reject the null hypothesis if the calculated chi-squares value is greater than the critical value obtained from the distribution table.

Data Presentations:**Table 1: Sex Distribution of Respondents**

Sex	Frequency	Percentage (%)
Male	54	60
Female	36	40
Total	90	100

Source: Author's computation

Table 2: Ranks of respondents

Ranks	Frequency	Percentage (%)
Graduate Assistants	8	9
Assistant Lecturer	16	18
Lecturer I	19	21
Lecturer II	13	14
Lab Technologists	7	8
Senior Lecturers	9	10
Chief Lecturers	10	11
Professors	8	9
Total	90	100

Source: Author's computation

Table 3: Respondents awareness of TETFund

Response	Frequency	Percentage (%)
Yes	90	100
No	-	-
Total	90	100

Source: Author's computation

Table 4: The needs for external funding of Nigerian tertiary institution

Question/Response	SA	A	D	SD	Total	Mean score	Decision rule
The need to alleviate high cost of sponsoring staff for post graduate studies	51	31	5	3	310	3.4	Agreed
The need to produce enough senior academician	73	13	2	2	337	3.7	Agreed
The need to create opportunities for staff to study outside the country which ordinary their institutions cannot sponsor	50	22	8	10	290	3.2	Agreed
Increasing awareness and demand for tertiary education by citizenry	46	41	3	-	313	3.5	Agreed
The need to improve and sustained the quality of teaching and learning	70	15	5	-	335	3.7	Agreed
The need to complement govt budgetary allocation for education	68	19	3	-	335	3.7	Agreed

Table 5: Respondents that benefited from TETFund

Response	Frequency	Percentage (%)
Yes	71	79
No	19	21
Total	90	100

Source: Author's computation

Table 6: Areas of TETFund staff development programme Respondents benefited from

Question/Response	Frequency	Percentage (%)
Workshop	69	77
Conference	65	72
Seminars	51	57
Research	31	34
Publications	29	32
Sponsorship for postgraduate studies	20	22

Source: Author's computation

Table 7: Response on whether TETFund is a well thought out programme for the Nigerian tertiary institution

Response	Frequency	Percentage (%)
Yes	82	91
No	8	9
Total	90	100

Source: Author's computation

Table 8: Impact of TETFund on staff development

Question/Response	SA	A	D	SD	Total	Mean score	Decision rule
TETFund has impacted significantly on the development of academic staff of this school	49	32	9	-	310	3.4	Agreed

Source: Author's computation

Table 9: Response on TETFund construction work

Response	Frequency	Percentage (%)
Yes	90	100
No	-	100
Total	90	100

Source: Author's computation

Table 10: Challenges faced by staff in accessing TETFund

Question/Response	SA	A	D	SD	Total	Mean score	Decision rule
Delay in the release of fund for staff development	65	13	11	1	322	3.6	Agreed
Leadership/ bureaucratic bottleneck	39	36	18	6	288	3.2	Agreed
Religious bigotry	50	12	25	3	289	3.2	Agreed
Inability of staff to meet the requirements for accessing the fund	49	32	3	6	304	3.4	Agreed
Kickback/PR syndrome	61	16	11	2	316	3.5	Agreed

Source: Author's computation

Table 11: Suggestions on how staff could access TETFund easily

Question/Response	Frequency	Percentage (%)
More awareness should be made to tertiary institutions staff on TETFund staff development programmes	87	97
fund made for staff development by TETFund should be release to every staff that has met the requirement	74	82
Head of institutions should stick to standards given by TETFund and not to create additional conditions	58	64
Kick back/PR syndrome should be completely discourage By both institution's administrator and staff	63	70
Tribal and religious bigotry should never be a factor for Accessing TETFund for staff development	61	68

Source: Author's computation

Table 12 Chi- Square test analysis

Response	O	E	O-E	(O-E) ²	$\frac{(O-E)^2}{E}$
Strongly Agreed	49	30	19	361	12.03
Agreed	32	30	2	4	0.13
Disagreed	9	30	-21	441	14.70
Total	90	90	-	-	X² = 26.86

Discussions and findings:

Table 1 depict the sex distribution of the respondent in the conduct of the study. Out of the 120 questionnaires administered, 90 were successfully filled and retrieved representing 75% of the total distributed. From the statistic, it is clear that 60% of the respondent were male while 40% of the respondents were female. This statistic also revealed that most the lecturers in the selected schools were men.

Table 2 analyses the academic rank/cadre of the respondents. The questionnaires which were distributed to academic staff of the institutions cut across the entire academic cadre. 9% of the respondents were Graduate Assistants, 18% were Assistant lecturers while 21% were Lecturer I. 14% were Lecturer II, 8% were Lab technologist with 10% being Senior lecturers. Furthermore, 11% of the respondents were Chief lecturer while 9% were Professors. With these range of respondents, it is belief that they have objectively responded to the questions. Thus, this objective respond could be inferred to the entire tertiary institutions in Nigeria.

Table 3 presents the response of the respondents on the question are you aware of TETFund? Interestingly, all the respondents responded in the affirmative that they are aware of TETFund.

Table 4 present the specific needs for external fund interventions in the Nigerian tertiary institutions indentified by this research. In a way of hierarchy, the response of the respondents revealed that the most paramount needs for external funding of the tertiary institution are the need to produce senior academicians, the need to improve and sustained the quality of teaching and learning and the need to complement inadequate govt budgetary allocation for education. This need has the highest mean scores of 3.7, followed by increasing awareness/ demand for tertiary education by the citizenry with mean score of 3.5, follow by the need to alleviate high cost of sponsoring staff for post graduate studies with mean score of 3.4, then the need to create opportunities for staff to study outside the country which ordinarily their institution cannot sponsor is last with mean score of 3.2.

Table 5 revealed that of the 90 (100%) respondents, only 19 correspondents to 21% have not benefited from the TETFund. 71 respondents have therefore, benefited from TETFund in one way or the other. The next table present areas of TETFund programme where this population have benefited from.

Table 6 revealed the areas of TETFund staff development programmes respondents benefited from. It should be noted that some respondents benefited from more than one programmes, this is why the table was not summed. In a way of ranking, 77% of the respondents benefited from workshop, 72% benefited from conference, 57% benefited from seminars, 34% benefited from research, 32% benefited from publications while 22% only benefited from sponsorship for postgraduate studies.

Table 7 revealed the respondents response on whether TETFund is a well thought out programme for the Nigerian tertiary institution. Eighty two (82) respondents corresponding to 91% responded in the affirmative that TETFund is a well thought out programme for the institutions.

It is evident from table 8 that TETFund has significantly impacted on the development of academic staff in the three selected institutions as 49 respondents strongly agreed that TETFund has significant impact on academic staff development and 32 agreed with only 9 disagreeing that TETFund has not impacted significantly on the development of academic staff of their schools. However, in order to obtain a more robust conclusion, these response shall be use to test the hypothesis for this research with the aid of chi-square test statistic.

From table 9, all the respondents confirm the existence of physical construction work done by TETFund in their various institutions. This also proof that TETFund in additions to human development, is also concern with the physical infrastructural development of tertiary institutions in Nigeria.

Table 10, present the specific challenges faced by academic staff in trying to access TETFund made for their development indentified by this research. In a way of hierarchy, using the mean score response of the respondents, the analysis revealed that the greatest challenge face by staff is delay in the release of fund, follow by kick back/PR syndrome follow by inability of the staff to meet the requirements for accessing the fund, follow by religious bigotry and leadership bottle neck. It could be observe from the responses that religious bigotry and leadership bottle neck are competing having the same mean score.

Table 11 presents measures suggested by the respondents on how they could easily access TETFund. It should be noted that some respondents proffer more than one suggestion; this is why the table was not summed. It is clear from the analysis that staffs need more awareness on TETFund programmes for staff development. Furthermore, that fund made for staff development be release on time, institutions management should avoid causing additional conditions, tribal and religious sentiment should not be a factor for accessing the fund.

The hypothesis to be tested in this research is stated in a null form that TETFund has no significance impact on tertiary institution's staff development. To test this hypothesis, the responses to the questionnaire presented in table 8 were used in computing the chi-square test statistic as presented in Table 12.

The null hypothesis may be rejected if the computed value of X^2 is greater than the critical value obtained from the distribution table at 5% level of significance and with 2 degree of freedom. The computed value of X^2 is 26.86 which is greater than the critical value of 5.991 and therefore falls within the rejection region. Thus, we reject the null hypothesis in favour of the alternate hypothesis that TETFund has impacted significantly on tertiary institutions staff development in Nigeria.

Thus, the study find the need to produce senior academicians, the need to improve and sustained the quality of teaching and learning, the need to complement inadequate govt budgetary allocation for education, increasing awareness/ demand for tertiary education by the citizenry, the need to alleviate high cost of sponsoring staff for post graduate studies and the need to create opportunities for staff to study outside the country which ordinarily their institution cannot sponsor as the reasons for external funding of tertiary institutions in Nigeria. Analysing the responses of the respondents using mean score and Chi-square

statistic, the research finds that TETFund has impacted significantly on the development of academic staff in the Nigerian tertiary institutions. The research findings also revealed that TETFund is a well thought out programme for the Nigerian tertiary institutions. It is also evident in the responses that some have benefited from TETFund staff development programmes. Furthermore, the research discovered that staff faced problems such as delay in the release of fund, leadership/bureaucratic bottleneck, religious bigotry and kickback/PR syndrome in trying to access TETFund while some staffs are not able to access the fund due to their inability to meet the TETFund requirements for accessing the fund.

Recommendations:

Based on the research findings, the following recommendations are drawn:

- a. More awareness should be made to tertiary institutions staff on TETFund staff development programmes.
- b. Fund made for staff development by TETFund should be release to every staff that has met the requirement.
- c. Head of institutions should stick to standards given by TETFund and not to create additional conditions.
- d. Tribal and religious syndrome should never be a factor for accessing TETFund for staff development.
- f. Kickback/PR syndrome should be completely be completely discourage by both institution's administrators and staff.
- g. The government should ensure the sustainability of TETFund by formulating policies, activities and programmes that would ensure its continuity.

It is our strong belief that the establishment of some if not all of these recommendations would go a long way in improving the impact of TETFund on the development of tertiary institution's staffs in Nigeria.

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