



## FUW CENTRE FOR RESEARCH JOURNAL OF MANAGEMENT & SOCIAL SCIENCES (FUWCRJMSS)



### TETFund Sponsored Study Fellowship and Academic Staff Development at Federal University Gashua, Nigeria

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#### Abstract

It is doubtful that Academic staff at Federal University Gashua will perform his/her duty effectively and efficiently through study fellowship. To examine if study fellowship improve their professional development forms the bases for this research survey. This study applied survey research method to ascertain the effect of study fellowship on academic staff development at Federal University Gashua. Structured questionnaire was designed to gather relevant information for our data analysis. To determine the level of their agreement, relevant questions were provided for the academic staffs and the result revealed that, study fellowship affects academic staff development through helping them sustain greater focus towards their prescribed roles it also help them acquire higher degree that promote their professional development. Similarly, study fellowship helps academic staff at FUGA to achieve their design responsibilities both within and outside the university. The paper concludes that study fellowship promote academic staff development; and that, TETFund should also improve on financial allocations to the case study institution based on needs assessment.

**Keywords:** TETFund, Sponsored study fellowship, Academic staff, Staff development, Nigeria

## Introduction

The Education Tax Fund was established by the federal government of Nigeria as an intervention agency by the Education Tax Act No.7 of 1993 (and subsequently amended in 1998 and 2004). The law establishing ETF empowered it to intervene at all levels of education (i.e. Primary, Secondary and Tertiary) in public institutions in Nigeria. The Act was promulgated as a home grown remedy to address issues of funding to rehabilitate decaying infrastructure, restore the lost glory of education and confidence in the system and improve the capacity of Nigerian teachers and lecturers respectively. Meanwhile, after its establishment by federal government of Nigeria, ETF 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 in Nigeria such as Universities, Polytechnics and Colleges of Education respectively for proper and maximum impact, and to provide supplementary support to them.

The agency's main source of income 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 primary objectives of TETFund include among others; to provide funding for staff and infrastructural development in Nigeria.

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

Academic staff development at tertiary institutions in Nigeria is no longer an option. Optimum performance is not likely to be achieved nor productivity realized without a commitment to staff development. Excellence in performance and a high quality of service at Federal University Gashua can be achieved only if the human resources are deemed just as important as either the physical and financial resources. This is why improving the excellence of the academics remains the paramount reason for academic staff development

In a climate of socio-political changes, substantial changes to the curriculum and changes in accountability, staff development is becoming recognized as of central importance. Hence, 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, Bogoro (2015) cited in Mela K. et al (2024), observed that, 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, Journal Publication; Manuscript Development, Conference Attendance, ICT Support/Advocacy, Institution Based Research (IBR), National Research Fund, and Library Development (Bogoro 2015).

Staff development Policy and Programmes in a viable environment are the key factors that determine academic staff development. TETFund Intervention on academic staff development in Nigeria strategically covers certain areas among which include: Study fellowship grant; Conference attendance; Institutional Base Research (IBR); Information and Commutation Technology (ICT); Journal publication; Library development; Infrastructural development that will result in academic staff development (Mela K. et al 2024).

A uniform TETFund intervention or appropriate staff development programmes such as Conference attendance (independent variable) when properly implemented, will promotes academic staff development. Therefore, improved research and publication output, improved communication skill, enhanced promotion of academic staff, improve global ranking constitute the outcome of

staff development programmes respectively.

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 in Nigeria cannot be over emphasized. Hence, FUGA is one of the peak in the three levels of education in Nigeria 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 and development as vital 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. Therefore, it is against this background, that, this study seeks to assess the effect of the TETFund sponsored journal publication toward academic staff development at Federal University Gashua, Nigeria respectively.

## Statement of the Problem

This study seeks to examine the effect of TETFund intervention on academic staff development at Federal University, Gashua. It is doubtful that Academic staff at Federal University Gashua will perform their duty effectively and efficiently through study fellowship programmes. To examine if TETFund intervention on academic staff development at Federal University, Gashua affect their professional development forms the bases for this research work. Lawal (2014), opine that, study-fellowship training programme is a process for continuous up-dating of lecturer's knowledge, skills and interest in chosen field.

It is a means for continuous professional growth which encourages the extension of technical assistance by lecturers. We can also opine that, study-fellowship is an integral part of staff development programme, which is organized for teachers/lecturer's while in service. However, the above assumptions may not apply to academic staff at FUGA as regards staff development. Hence, assumption on the effect of TETFund interventions through study fellowship on academic staff development at FUGA remains speculative and guesswork. This is the major focus of this research study.

## Research Questions

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

- i. What is the effect of TETFund sponsored study fellowship grant on academic staff development in FUGA?
- ii. What are the structural and technical barriers to effective utilization of TETFund staff development intervention in FUGA?

## Objectives of the Study

The major objective of this study is to assess the effect of TETFund sponsored study fellowship on staff development at Federal University Gashua, Nigeria. However, the specific objectives of the study are:

- i. to examine the effect of adequate implementation of TETFund sponsored study fellowship grant on academic staff development in FUGA
- ii. to identify structural and technical barriers to effective utilization of TETFund staff development intervention in FUGA.

## Research Hypotheses

- i. **H<sub>01</sub>:** Implementation of TETFund sponsored study fellowship grant will not significantly affect academic staff development in FUGA.
- ii. **H<sub>02</sub>:** Structural and technical constraints do not significantly affect the utilization of TETFund intervention toward academic staff development at FUGA.

## Conceptual Review

### 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 A. M. 2006 in Mela K. et-al 2024).

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)

Similarly, Armstrong (2009) observed that, staff development is an unfolding process that enables people to progress from a present state of understanding and capability to a future state in which higher-level skills, knowledge and competencies are required. It takes the form of learning activities that prepare people to exercise wider or increased responsibilities. This 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.

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.

Staff development has been described as activities which aim at improving, updating or maintaining employees' skills and abilities (Elnaga & Imran, 2013). However, this definition is limited as it only emphasised on the activities that can improve and update staff skills and abilities. It failed to describe the

strategies for achieving human development.

### Concept of study fellowship

According to Birmingham University (2019) in Bappi U. et-al (2024), 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. However, according to Creating Fellowship Programs (2020), Study Fellowships can simply be refers to as a short-term opportunities, lasting from few months to several years that focus on the educational/ professional development of the fellow. Study fellowships programmes 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.

Bappi U. et-al (2024), observed that, 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

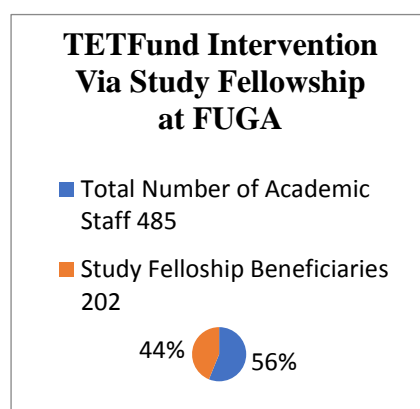


future service in order to receive payment; since the required service is generally considered to be employment (or “work”), recipients are required to be work-authorized (Bappi U. et-al 2024).

The inference that can be drawn from all of these different definitions is that study fellowship involves intervention that provides sponsorship for lecturers in Nigeria public tertiary institutions to undertake Masters and Doctorate programmes in Nigeria and abroad. Sponsorship is also provided for benchwork which is a programme accessed by those pursuing Ph.D programmes in sciences in Nigeria universities to carry out research work in foreign institutions with advanced facilities.

#### Figure 1: TETFund contribution 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).



**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.

### Methodology

The study utilized both primary and secondary sources of data. The primary data was generated through questionnaire. While, the secondary sources consulted consist of books, journals, internet, official records and unpublished materials. The secondary data was used to complement the responses from questionnaire. The population of the study constitutes the total population of academic staff of Federal University Gashua which is 485 (Establishment office, 2023).Taro Yamane’s formula for determining sample size was also used. Additionally, our sample size was arrived at using simple random sampling.

The choice of Taro Yamane’s formula was informed by the fact that the formula presents us with a minimum and manageable sample size. This technique does not discriminate between samples as selection is done with the view that the samples share the same characteristics. The rate of returns of the questionnaire was high. Hence, using the goggle form, 250 questionnaire were retrieved from the respondents, after data cleansing, the valid questionnaire was reduce to 219 which is our actual sample size; Multiple regression analysis was used in data analysis respectively

## Data Presentation and Analysis

### Section A: To check the perception of academic staff on the implementation of TETFund sponsored study fellowship grant in FUGA.

**Table 4.7:** The quality of implementation of grant in FUGA is high

Response	Frequency	Percent
Agree	181	81.3
Disagree	7	3.2
Neutral	6	2.7
Strongly agree	24	11.0
Strongly disagree	1	.5
<b>Total</b>	<b>219</b>	<b>100.0</b>

**Source:** Researcher's Survey, 2024.

Table 4.7 illustrates the respondents' perceptions regarding the quality of grant implementation at FUGA. A significant majority of respondents, 181 individuals (81.3%), agree that the quality of implementation is high. Additionally, 24 respondents (11.0%) strongly agree with this statement, further reinforcing the positive

assessment. On the contrary, only 7 respondents (3.2%) disagree, and an even smaller number, 1 respondent (0.5%), strongly disagree with the statement. Meanwhile, 6 respondents (2.7%) remain neutral. Overall, the table indicates a predominantly favorable view of grant implementation quality at FUGA, with over 92% of respondents expressing agreement or strong agreement.

**Table 4.8:** The process of nomination for study fellowship is transparent

Response	Frequency	Percent
Agree	161	73.5
Disagree	3	1.4
Neutral	9	4.1
Strongly Agree	41	18.7
Strongly Disagree	5	2.3
<b>Total</b>	<b>219</b>	<b>100.0</b>

**Source:** Researcher's Survey, 2024

Table 4.8 reflects respondents' opinions on the transparency of the nomination process for study fellowships. A substantial majority, 161 respondents (73.5%), agree that the process is transparent, and an additional 41 respondents (18.7%) strongly agree. In contrast, only 3 respondents (1.4%)

disagree, and 5 respondents (2.3%) strongly disagree. A small portion, 9 respondents (4.1%), remains neutral. Overall, the table suggests that a large majority of the respondents perceive the nomination process for study fellowships as transparent, with over 92% expressing agreement or strong agreement.

**Table 4.9:** There are no cases of absconded staff on study fellowship

Response	Frequency	Percent
Agree	160	73.1
Disagree	3	1.4
Neutral	15	6.8
Strongly Agree	37	16.9
Strongly Disagree	4	1.8
<b>Total</b>	<b>219</b>	<b>100.0</b>

**Source:** Researcher's Survey, 2024

Table 4.9 presents respondents' views on whether there are no cases of staff absconding while on study fellowship. The majority, 160 respondents (73.1%), agree with the statement, and 37 respondents (16.9%) strongly agree, indicating a generally positive perception. A small minority, 3

respondents (1.4%), disagree, and 4 respondents (1.8%) strongly disagree. Additionally, 15 respondents (6.8%) are neutral. Overall, the data suggests that most respondents believe there are no cases of absconded staff on study fellowship, with nearly 90% expressing agreement or strong agreement.

**Table 4.10:** The quality of implementation process of study fellowship grant in FUGA is insufficient

Response	Frequency	Percent
Agree	139	63.5
Disagree	31	14.2
Neutral	7	3.2
Strongly Agree	41	18.7
Strongly Disagree	1	.5
<b>Total</b>	<b>219</b>	<b>100.0</b>

**Source:** Researcher's Survey, 2024

Table 4.10 indicates that 139 respondents (63.5%) agree that the quality of the implementation process of the study fellowship grant in FUGA is insufficient, while 41 respondents

(18.7%) strongly agree. Conversely, 31 respondents (14.2%) disagree, and 1 respondent (0.5%) strongly disagrees. Additionally, 7 respondents (3.2%) remain neutral. Overall, the majority of respondents perceive the implementation process as insufficient.

**Table 4.11:** There is no cases of diversion of fund by beneficiary staff on study fellowship.

Response	Frequency	Percent
Agree	161	73.5
Neutral	18	8.2
Strongly Agree	39	17.8
Strongly Disagree	1	.5
<b>Total</b>	<b>219</b>	<b>100.0</b>

**Source:** Researcher's Survey, 2024

Table 4.11 summarizes the respondents' views on whether there are no cases of fund diversion by beneficiary staff on study fellowship. A significant majority, 161 respondents (73.5%), agree that there are no such cases, and an additional 39 respondents (17.8%) strongly agree, indicating a largely

positive perception. Meanwhile, 18 respondents (8.2%) remain neutral, suggesting some uncertainty or lack of opinion. Only 1 respondent (0.5%) strongly disagrees with the statement. Overall, the table suggests that the vast majority of respondents believe that there are no instances of fund diversion by staff on study fellowship at FUGA.



**Table 4.12:** There is improving number of PhD. And MSc. Qualification

Response	Frequency	Percent
Agree	155	70.8
Disagree	1	.5
Neutral	4	1.8
Strongly Agree	58	26.5
Strongly Disagree	1	.5
<b>Total</b>	<b>219</b>	<b>100.0</b>

**Source:** Researcher's Survey, 2024

Table 4.12 presents the respondents' views on the improvement in the number of PhD and MSc qualifications. A substantial majority, 155 respondents (70.8%), agree that there has been an improvement, while an additional 58 respondents (26.5%) strongly agree. Only 1 respondent (0.5%) disagrees, and

another 1 respondent (0.5%) strongly disagrees with the statement. Additionally, 4 respondents (1.8%) are neutral. Overall, the table indicates that an overwhelming majority of respondents perceive a significant improvement in the number of PhD and MSc qualifications.

**Table 4.13:** Beneficiary staff on study fellowship are well monitored during their studies

Response	Frequency	Percent
Agree	153	69.9
Disagree	3	1.4
Neutral	7	3.2
Strongly Agree	55	25.1
Strongly Disagree	1	.5
<b>Total</b>	<b>219</b>	<b>100.0</b>

**Source:** Researcher's Survey, 2024

Table 4.13 provides insights into respondents' opinions on the monitoring of beneficiary staff on study fellowship during their studies. A majority of respondents, 153 individuals (69.9%), agree that beneficiary staff are well monitored, while 55 respondents (25.1%) strongly agree, reinforcing this positive

assessment. Only a small number of respondents, 3 (1.4%), disagree, and 1 respondent (0.5%) strongly disagrees. Additionally, 7 respondents (3.2%) are neutral on the matter. Overall, the table indicates that most respondents believe beneficiary staffs on study fellowship are well monitored during their studies.

**Table 4.14:** The extent to which TETFund implements Study fellowship grant in FUGA is excellent

Response	Frequency	Percent
Agree	164	74.9
Disagree	2	.9
Neutral	3	1.4
Strongly Agree	49	22.4
Strongly Disagree	1	.5
<b>Total</b>	<b>219</b>	<b>100.0</b>

**Source:** Researcher's Survey, 2024

Table 4.14 summarizes respondents' perceptions regarding the extent to which TETFund implements the Study fellowship grant at FUGA, focusing on excellence. A significant majority of respondents, 164 individuals (74.9%), agree that the implementation is excellent. Furthermore, 49 respondents (22.4%) strongly agree with this assessment, indicating strong positive sentiment. Only a very small number of

respondents, 2 (0.9%), disagree, and 1 respondent (0.5%) strongly disagrees. Additionally, 3 respondents (1.4%) are neutral on the matter. Overall, the table suggests that the majority of respondents hold a favorable view of TETFund's implementation of the Study fellowship grant at FUGA, with a combined 97.3% expressing agreement or strong agreement regarding its excellence.

### Section B: To check the perception of academic staff on institutional constraints that affects TETFund Intervention at FUGA.

**Table 2.9:** TETFund intervention can be affected by diversion of fund by benefitting academic staff

Response	Frequency	Percent
Agree	181	81.3
Disagree	7	3.2
Neutral	6	2.7
Strongly_agree	24	11.0
Strongly_disagree	1	.5
<b>Total</b>	<b>219</b>	<b>100.0</b>

**Source:** Researcher's Survey, 2024

The above table illustrates that a significant majority of respondents, 181 (79%), agree that, TETFund intervention in Academic Staff Training and Development (ASTD) can be affected by diversion of fund by benefitting

academic staff; However, 6(2.%) show neutral . On the other hand, 24(11%) strongly agree with the statement; while 1(0.5%), strongly disagree; 7(3%) disagree with this statement.

**Table 2.10:** TETFund intervention can be affected by diversion of fund by university administration

Response	Frequency	Percent
Agree	161	73.5
Disagree	3	1.4
Neutral	9	4.1
Strongly Agree	41	18.7
Strongly Disagree	5	2.3
<b>Total</b>	<b>219</b>	<b>100.0</b>

**Source:** Researcher's Survey, 2024

From the table above majority of respondents, 161 (74%), agree that, TETFund intervention in (ASTD) can be affected by diversion of fund by university administration; However,

9(4%) show neutral stance. On the other hand, 41(19%) strongly agree with the statement; while 5(2%), strongly disagree; 3(1%) disagree with this statement respectively.

**Table 2.11:** TETFund intervention can be affected by insufficient Funding

Response	Frequency	Percent
Agree	160	73.1
Disagree	3	1.4
Neutral	15	6.8
Strongly Agree	37	16.9
Strongly Disagree	4	1.8
<b>Total</b>	<b>219</b>	<b>100.0</b>

**Source:** Researcher's Survey, 2024

From the table above majority of respondents, 160 (73%), agree that, TETFund intervention in (ASTD) can be affected by insufficient Funding; However, 15(7%) show neutral. On the

other hand, 37(17%) strongly agree with the statement; while 4(2%), strongly disagree; 3(1%) disagree with this statement respectively.

**Table 2.12:** TETFund intervention in can be affected by delay of release of fund for study fellowship

Response	Frequency	Percent
Agree	139	63.5
Disagree	31	14.2
Neutral	7	3.2
Strongly Agree	41	18.7
Strongly Disagree	1	.5
<b>Total</b>	<b>219</b>	<b>100.0</b>

**Source:** Researcher's Survey, 2024

From the table above majority of respondents, 139 (69%), agree that, TETFund intervention in (ASTD) can be affected by delay of release of fund for study fellowship; However, 7(4%) show

neutral; 41(20%) strongly agree with the statement; while 1(.5%), strongly disagree; 31(2%) disagree with this statement respectively

**Table 2.13:** TETFund intervention can be affected by lack of supervision

Response	Frequency	Percent
Agree	161	73.5
Neutral	18	8.2
Strongly Agree	39	17.8
Strongly Disagree	1	.5
<b>Total</b>	<b>219</b>	<b>100.0</b>

**Source:** Researcher's Survey, 2024

From the table above majority of respondents, 163 (62%), agree that, TETFund intervention in (ASTD) can be affected by lack of supervision; 18(7%)

show neutral; 39(15%) strongly agree with the statement; while 1(.4%), strongly disagree; 31(2%) disagree with this statement respectively.

**Table 2.14:** TETFund intervention can be affected by natural misfortunes (sickness, death, etc.)

Response	Frequency	Percent
Agree	155	70.8
Disagree	1	.5
Neutral	4	1.8
Strongly Agree	58	26.5
Strongly Disagree	1	.5
<b>Total</b>	<b>219</b>	<b>100.0</b>

**Source:** Researcher's Survey, 2024

From the table above, 155 (68%), agree that, TETFund intervention in (ASTD) can be affected by natural misfortunes; 4(2%) show neutral;

58(25%) strongly agree with the statement; while 1(.4%), strongly disagree; 31(2%) disagree with this statement respectively.

**Table 2.15:** TETFund intervention can be affected by corrupt practices

Response	Frequency	Percent
Agree	153	69.9
Disagree	3	1.4
Neutral	7	3.2
Strongly Agree	55	25.1
Strongly Disagree	1	.5
<b>Total</b>	<b>219</b>	<b>100.0</b>

**Source:** Researcher's Survey, 2024

From the table above majority of respondents, 153 (64%), agree that, TETFund intervention in (ASTD) can be affected by corrupt practices; 7(3%) show neutral. On the other hand,

55(23%) strongly agree with the statement; while 1(.5%), strongly disagree; 3(1%) disagree with this statement respectively.

**Table 2.16:** TETFund intervention can be affected by lack of commitment of benefitting academic staff

Response	Frequency	Percent
Agree	164	74.9
Disagree	2	.9
Neutral	3	1.4
Strongly Agree	49	22.4
Strongly Disagree	1	.5
<b>Total</b>	<b>219</b>	<b>100.0</b>

**Source:** Researcher's Survey, 2024

From the table above majority of respondents, 164 (67%), agree that, TETFund intervention in (ASTD) can be affected by lack of commitment of benefitting academics ; 2(1%) show

neutral; 49(20%) strongly agree with the statement; while 1(.5%), strongly disagree; 3(8%) disagree with this statement respectively.

**Section C:** To check the perception of academic staff on Academic Staff Development at FUGA.

**Table 2.17:** High level of improved skills in public presentation and self-confidence

Response	Frequency	Percent
Agree	152	69.4
Neutral	5	2.3
Strongly Agree	62	28.3
Disagree		
<b>Total</b>	<b>219</b>	<b>100.0</b>

**Source:** Researcher's Survey, 2024

The results above indicated that 152(or 69.4%) agree that TETFund intervention in Academic Staff Training and Development (STD) improves skills in public presentation and self-confidence; 0(0%) disagree; 5(2.6%) were neutral; 62(28.3%) of the respondents strongly agree; while, none

strongly disagree. These findings collectively suggest a strong endorsement among the majority of respondents that TETFund intervention in Academic Staff Training and Development (STD) improves skills in public presentation and self-confidence.

**Table 2.18:** High level of improved research innovation and initiatives

Response	Frequency	Percent
Agree	133	60.7
Disagree	3	1.4
Neutral	5	2.3
Strongly Agree	74	33.8
<b>Total</b>	<b>219</b>	<b>100.0</b>

**Source:** Researcher's Survey, 2024

From the table above, 133(60.7%) of the respondents agree that TETFund intervention in Academic Staff Training and Development (STD) improve research innovation and initiatives; 3 (or 1.4%) of the respondents disagree; 5(or 2.5%) were neutral; 74(33.8%) strongly

agree; While, 0 (0%) strongly disagree respectively. These findings collectively suggest a strong endorsement among the majority of respondents that TETFund intervention in Academic Staff Training and Development (STD) improve research innovation and initiatives.

**Table 2.19:** High level of improved quality of research paper presentation

Response	Frequency	Percent
Agree	137	62.6
Disagree	3	1.4
Neutral	8	3.7
Strongly Agree	71	32.4
<b>Total</b>	<b>219</b>	<b>100.0</b>

**Source:** Researcher's Survey, 2024

Responses from questionnaire revealed that, 137(62.6%) agree that, TETFund intervention in Academic Staff

Training and Development (STD) improved quality of research paper presentation; 3(1.4%) disagree; 8(3.7%)



were neutral; additionally, 71 (32.4%) strongly agree; while none, strongly disagree respectively. These findings collectively suggest a strong endorsement among the majority of

respondents that TETFund intervention in Academic Staff Training and Development (STD) improve quality of research paper presentation.

**Table 2.20:** High level improved number of staff with PhD. and MSc Qualification

Response	Frequency	Percent
Agree	135	61.6
Disagree	3	1.4
Neutral	3	1.4
Strongly Agree	78	35.6
<b>Total</b>	<b>219</b>	<b>100.0</b>

**Source:** Researcher's Survey, 2024

From the table above, 135(61.6%) of the respondents agree that, TETFund intervention in Academic Staff Training and Development (STD) improved number of staff with PhD. and MSc Qualification; 3 (1.4%) disagree; 3(1.4%) of the respondents were neutral; while 78(35.6%) strongly agree; 0 (0%)

strongly disagree respectively. These findings collectively suggest a strong endorsement among the majority of respondents that TETFund intervention in Academic Staff Training and Development (STD) improved number of staff with PhD. and MSc Qualification.

**Table 2.21:** Enhanced research and teaching skills among academic staff.

Response	Frequency	Percent
Agree	138	63.0
Disagree	3	1.4
Neutral	6	2.7
Strongly Agree	72	32.9
<b>Total</b>	<b>219</b>	<b>100.0</b>

**Source:** Researcher's Survey, 2024

From the table above, 138 (63%) of the respondents agree that, TETFund intervention in Academic Staff Training and Development (STD) enhances research and teaching skills among

academic staff; 3(1.4%) of the respondents disagree; 6 (2.7%) shows neutral; while 72 (32.9%) of the respondents strongly agree respectively.

**Table 2.22:** High level of Improved research and publication output

Response	Frequency	Percent
Agree	143	65.3
Disagree	3	1.4
Neutral	5	2.3
Strongly Agree	68	31.1
<b>Total</b>	<b>219</b>	<b>100.0</b>

**Source:** Researcher's Survey, 2024

Table 2.22 illustrates that a significant majority of respondents, 148 (65.37%), agree that, TETFund

intervention in Academic Staff Training and Development (ASTD) improved research and publication output:

However, 3(1.4%) disagree with this statement. On the other hand, 5(2.3%) show neutral; while 68(32.9%) strongly agree with the statement, and 0(0.0%) strongly disagrees. Overall, the table

suggests that the majority of respondents believe that, TETFund intervention in ASTD (STD) improved research and publication output in FUGA.

**Table 2.23:** High level of improved communication skill and community development service

Response	Frequency	Percent
Agree	143	65.3
Disagree	1	.5
Neutral	8	3.7
Strongly Agree	67	30.6
<b>Total</b>	<b>219</b>	<b>100.0</b>

**Source:** Researcher's Survey, 2024

The above table illustrates that a significant majority of respondents, 148 (65.3%), agree that, TETFund intervention in Academic Staff Training and Development (ASTD) improve communication skill and community

development service; However, 5(2.3%) disagree with this statement. On the other hand, 8(3.7%) show neutral; while 67(30.6%) strongly agree with the statement, and 0(0.0%) strongly disagree respectively.

**Table 2.24:** High level of improve global ranking and accreditation programme

Response	Frequency	Percent
Agree	137	62.6
Disagree	3	1.4
Neutral	8	3.7
Strongly Agree	70	32.0
Strongly Disagree	1	.5
<b>Total</b>	<b>219</b>	<b>100.0</b>

**Source:** Researcher's Survey, 2024

From the table above majority of respondents, 137 (62.6%), agree that, TETFund intervention (ASTD) improve global ranking and accreditation programmes; 3(1.4%) disagree with this statement; 8(3.7%) show neutral; while 70(32.6%) strongly agree with the

statement, and 1(0.5%) strongly disagrees. Overall, the table suggests that the majority of respondents believe that, TETFund intervention in (ASTD) improve global ranking and accreditation programmes in FUGA respectively.

## Descriptive statistics and Hypothesis

**Table 2.25:** Descriptive Statistics

Variables	Mean	Std. Deviation	N
Staff Training and Development (ASTD)	2.36	.615	219
TETFund Journal Publication	2.14	.349	219
Institutional Constrain	1.43	.497	219

The table provides descriptive statistics for three variables measured within the study. Each variable's mean and standard deviation are reported based on a sample size (N) of 219 respondents. Staff Training and Development had a mean score of 2.36 with a standard deviation of 0.615; TETFund Journal Publication had a mean score of 2.14 with a standard deviation of 0.349; Institutional Constraint had a mean score of 1.43 with a standard deviation of 0.497.

### Test of Hypotheses

**H0<sub>1</sub>: Implementation of TETFund sponsored study fellowship grant will not significantly affect academic staff development in FUGA.**

The first hypothesis to be tested is 'that there is no significant effect of adequate implementation of TETFund sponsored study fellowship on academic staff development at FUGA. This in effect is to see the impact of adequate implementation of TETFund sponsored study fellowship on academic staff

development at FUGA Based on this, the independent variable is implementation of TETFund sponsored study fellowship while the dependent variable is Academic Staff Development or (Staff Capacity Building) at FUGA

**H0<sub>2</sub>: Structural and technical constraints do not significantly affect the utilization of TETFund intervention toward academic staff development at FUGA.**

The second hypothesis to be tested is that, Structural and technical constraints do not significantly affect the utilization of TETFund intervention toward academic staff development at FUGA. This is to see the effect of Structural and technical constraints on academic staff development in FUGA. Based on this, the independent variable is Structural and technical constraints while the dependent variable Academic Staff Development (Academic Staff Capacity Building) at FUGA.

**Table 2.26: Regression Analysis**

Model	Beta	Std. Error	t	Sign
Constant	0.685	0.232	2.950	0.004
adequate implmt of sponsored study fellowship	-0.004	0.058	-0.069	<b>0.945</b>
Institutional Constrains	0.142	0.065	2.198	0.029

Dependent Variable: TETFund Academic Staff Training and Development

The table presents the results of a regression analysis examining the relationship between TETFund Staff Training and Development (the dependent variable) and two independent variables: Adequate implementation of TETFund

sponsored study fellowship; and Institutional Constraints.

- Each independent variable's coefficient (Beta) indicates the direction and strength of its relationship with TETFund's Academic Staff Training and Development (ASTD).

- b. The "Std. Error" column shows the standard error of the coefficient estimates, providing a measure of their precision.
- c. The "t" column displays the t-statistic, which assesses the significance of each coefficient. A higher absolute t-value indicates a more significant relationship.
- d. Finally, the "Sign" column denotes the statistical significance of each independent variable.

The regression analysis (Table 2.26) examines the factors influencing TETFund's Academic Staff Training and Development. The model includes two independent variables: Adequate implementation of TETFund sponsored study fellowship; and Institutional Constraints. The results indicate that:

- i. Adequacy of Implementation has a statistically significant positive effect ( $\beta = 0.176$ ,  $p = 0.029$ ), suggesting that higher levels of implementation adequacy are associated with increased TETFund Academic Staff Training and Development at FUGA.
- ii. Institutional Constraints also demonstrate a statistically significant positive relationship ( $\beta = 0.142$ ,  $p = 0.029$ ), suggesting that overcoming institutional constraints can lead to increased Academic Staff Training and Development at FUGA.

## Discussion of Major Findings

The study investigated the effect of TETFund sponsored Study fellowship on Academic Staff Development at Federal University Gashua (2014 to 2023). From the analyses of data, a number of findings were arrived at which are discussed below.

**On hypothesis I,** The findings of the study in respect of the first research question revealed that Adequacy of Implementation has a statistically significant positive effect ( $\beta = 0.176$ ,  $p = 0.029$ ), suggesting that higher levels of implementation adequacy are associated with increased TETFund Academic Staff Training and Development. This shows that, there is significant relationship between adequate implementation of TETFund intervention grant and academic staff development at Federal University Gashua. Additionally, the study found that adequate implementation of TETFund intervention grant has a positive and significant effect on the academic staff development at Federal University Gashua as computation in regression output table above depicted that the t statistics of "adequate implementation of TETFund intervention grant" stood at 0.176 with a p-value of 0.029 which is less than 0.05, indicating that the effect is significant at 95% confidence level.

This justified the assumption of Human Capital Theory that education and training increases the productivity and efficiency of workers. This was in line with the findings of Musa (2016) outline the benefits of study-fellowship training of teachers/lecturer's to include: enable teachers/lecturers obtain higher academic and professional qualifications in order to improve their positions in the school system; 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. And enable the teachers/lecturer's to be adequately equipped to meet up with the new changes in the school system in the 21st century.

However, the contribution of TETFund study fellowship is to a low

extent. As depicted in figure 1 above, due to inadequate provision of funds for study fellowship at FUGA. Similarly, the records in the university revealed that from 2014 to 2024, only 85 out of 485 academic staff was sponsored by TETFund for study fellowship at FUGA respectively (85(30%) of staff secured study fellowship for both masters and PhD by TETFund). This was in line with the findings of Ameachi, (2016) which revealed that TETFund contribution towards quality transformation of tertiary institutions in the areas of staff training and development is to a low extent

**On hypothesis II**, the study found that Institutional Constraints also demonstrate a statistically significant positive relationship ( $\beta = 0.142$ ,  $p = 0.029$ ), suggesting that overcoming institutional constraints can lead to increased Academic Staff Training and Development. This shows that, there is significant effect of institutional constraints on academic staff development at Federal University Gashua. Findings of this study agreed with the submission of Udu and Nkwede (2014), who argued in their work on (Tertiary Education Trust Fund Interventions and Sustainable Development in Nigerian Universities: Evidence from Ebonyi State University, Abakaliki,) that “despite the TETFund intervention, tertiary institutions in Nigeria still lack funds necessary to upgrade the institutions to international standard. This situation is due to the fact that tertiary education is cost-effective and even the funds approved by TETFund are not always fully accessed by beneficiary institutions”.

## Conclusion

Based on the findings of the study, it was concluded that the need for academic

staff at FUGA to enjoy TETFund sponsored Journal Publication should not be overemphasized, as this will help in improving and enhancing their research capabilities. Since the responsibilities of lecturers in any circumstance is the education of the students. However, the lecturers should possess the up-to date knowledge's skills and competences necessary for the realization of the objectives of the programme. Thus, if the lecturers are lacking the knowledge which is acquired through journal publication then, there could be lost of interest on the part of lecturers, poor academic performances.

More so, this clearly indicates that the FUGA lecturers would be producing half bake graduates who would not be able to functions effectively in the 21<sup>st</sup> century world of work and who may not contribute anything meaningful to the development of an economy driven.

Based on the findings from the analysis of data collected for this study and the results of the tested hypotheses, the researcher concludes that, institutional constraints significantly affect academic staff development at FUGA. If those constraints are resolved, the Intervention on staff development by TETFund will bring changes in the institutions. These include: Acquisition of higher qualifications by staff of the institution for better productivity, Improvement of teaching and learning processes and Staff to learn and update their skills through study fellowship, conference attendance and journal publication become more professional in their respective area of specialization respectively

## 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 Study Fellowship, Conference attendance and journal publication in our Tertiary Institutions in order to train significant number of staff for maximum productivity.
2. The Federal University Gashua 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 enjoy TETFund sponsored study fellowship 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.

## Limitations of the Study

There are several limitations to this studies but the most fundamental one includes.

1. Some of the academic staffs were reluctant to fill the questionnaire. Even when they were given more time, they still refused to attend to the questionnaire, hence taking us longer time in this research work.
2. Difficulty was encountered in getting data/information on TETFund intervention in FUGA. The university was reluctant in giving out information even when accompanied with a letter of introduction. These actually delayed the completion of this research study.

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