

TETFund International Programmes and Academic Staff

Development of Selected Universities in South East

Nigeria

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Abstract

It is commonplace to see academic staff (teaching staff) in Nigerian Universities stagnated for a long period of time that is without promotions, due to lack of funds for further academic development and publications. The popular syndrome of “publish or perish” has, over the time, had its toll on academic staff of Nigerian Universities. As succour, the Federal Government of Nigeria set up Tertiary Education Trust Fund (TETFund) in 2011 as an intervening agency, to, among other objectives, fund academic staff trainings in tertiary institutions within and outside the country. It has, however, been worrisome that many Universities have not been accessing funds allocated to them due to their inability to fulfil the conditions attached and thereby depriving academic staff of the opportunity of accessing Government funds for academic advancement. This work titled “TETFund International Programmes and Academic Staff Development in South East Nigeria” an attempt to determine the extent to which Universities in the South Eastern part of Nigeria have been able to access and utilize funds allocated to them by this agency with respect to training of academic staff overseas. Two universities were selected for this work viz; University of Nigeria, Nsukka and Ebonyi State University, Abakaliki. Published works of TETFund as well as literature on related terms were reviewed. The survey research was adopted as research design. Primary data were collected with the aid of questionnaire and analysed with correlation coefficient. It was found that there is positive significant relationship between TETFund’s international training programmes and academic staff advancement/development in the Universities in South East of Nigeria. It further revealed that funds allocated to these Universities overtime were under accessed due to their inability to meet conditions. It was recommended that the Universities should expedite action to meeting the conditions for assessment by getting better acquainted with the modalities/conditions for assessment. It is recommended that the Universities should avoid partiality in nominating staff for trainings, conferences and workshops. As well, it was recommended that TETFund should give opportunity to institutions that missed their funds to access them in the next year.

Keywords

TETFund, academic staff development, public goods theory

1. Introduction

A common phenomenon in tertiary institutions in Nigeria is the fact that many academic (teaching) staff is stagnated for a long period of time without promotions or advancement in their work places. This problem is attributable to the fact that many of them are unable to further their academic achievements due to financial constraints. They therefore remain with their entry qualifications for a long time as a result of lack of incentives or motivation to further their academic backgrounds. This does not only affect the staff themselves but also their products who are the trainees (students) since no new ideas or knowledge is imparted. On the long run, the objective of education cannot be achieved if no new knowledge or ideas can be inculcated into trainees or students of tertiary institutions.

In realisation of the importance of academic staff development in tertiary institutions, Federal Government of Nigeria established the Tertiary Education Trust Fund (TETFund) as an intervention agency to, among other objectives; fund the sponsorship of academic staff training within and outside the country. In the words of Bogoro (2015) "The lecturers are our priority in TETFund's 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.

Education is the bedrock for every development that takes place in the society and the answer to the menace of unemployment that plagues the third nations and Nigeria in particular. Education enables high skilfulness of human resource and technological development of an organization that enhances input maximization which brings unquantifiable benefits to individuals in the societies.

The third world nations are characterized by high rate of unemployment, illiteracy, ignorance, poor infrastructure, political instability, poverty, among others. These nations are predominantly in African, Asia and Latin America. Human capacity building through education is the only viable solution to solve all these challenges. Individual as well as institutions and organizations' capacity need to be built and boosted to enhance creativity, high productivity, financial independence and economic boom. Take for instance, entrepreneurship centers have been established in tertiary institutions in Nigeria to aid students and non-students skills' acquisition. Though recognized by the World Bank (World Bank, 2005) as the most populous country in Africa, Nigeria remains one of the poorest countries in the world because of factors such as high rate of illiteracy, unemployment, poverty and underdevelopment. Education is made up of various systems that are charged with responsibilities to meet the needs of individuals and society as a whole. Capacity building is the yardstick to brilliantly implement policies on education at all levels, national transformation and solve economic problems. Unemployment is a plague that is eating deep into the third world nations that can only be solved through human capacity development.

The Tertiary Education Trust Fund (TETFund) was originally established as Education Trust Fund

(ETF) by the Education Tax Act No. 7 of 1993 as amended by Act No. 40 of 1998. The fund had a mandate to operate as an intervention fund to all levels of public education (Federal, State and Local). Though the act was amended by Act No. 40 of 1998, the agency had so many challenges that made it not functional. For example it was over burdened and over stretched coupled with duplication of functions and mandate of other agencies such as Universal Basic Education (UBE) and Millennium Development Goals (MDGs) and funds were thinly spread and made no significant impact on the dilapidated facilities in tertiary institutions (Bogoro, 2015). Education Trust Fund was therefore repealed and replaced with Tertiary Education Trust Act 2011. It is an intervention agency set up to provide supplementary support to all levels of public tertiary institutions with the main objective of using funding alongside project management for the rehabilitation, restoration and consolidation of tertiary education in Nigeria.

The main source of income available to the Fund is the two percent education tax paid from the assessable profit of companies registered in Nigeria. The Federal Inland Revenue Service (FIRS) assesses and collects the tax on behalf of the Fund. The funds are disbursed for the general improvement of education in Federal and States tertiary educational institutions specifically for the provision or maintenance of:

- 1) Essential physical infrastructure for teaching and learning;
- 2) Instructional material and equipment;
- 3) Research and publication;
- 4) Academic staff training and development; and
- 5) Any other need which, in the opinion of the Board of Trustees, is critical and essential for the improvement and maintenance of standards in the higher educational institutions.

Staff development efforts in the universities, are supported by Article 5 (b and c) as compulsory for institutions to ensure that their staff members are actively engaged in “research, appropriate training, resources and support”. So also is the enhancement of research in all disciplines which will be made possible through support from individuals, organizations public and private sectors. In order to strengthen co-operation within and outside the university, staff development has been identified as a source of training, updating, bridging the gap and assessment of the learning processes. Article 8 (b) of the World Declaration on Higher Education in the 21st century (1981) mandated the higher institutions to offer varieties of training programmes which include “short courses, part-time, modularized courses, and distance learning”. It has been noted that every economy is investing in research and knowledge generation through human capital development (Uche & Ahunaya, 2007; Uche, 2013; Uche & Olele, 2011; Ordein, 2009) which will equip them to face the economic challenges, competitions and their areas of needs. The training of teachers helps the education system cope with the changing society and the universities to boost their human capacity, teaching, research, skills and knowledge acquisition.

In the same vein, universities cannot exist without adequate provisions for updating and improving research, teaching and learning processes of their staff both male and female. The importance of

ensuring this professional training and excellence in research, teaching and learning was supported by the general conference of UNESCO in November 1997. The importance of sustaining national and international quality cannot be overemphasized as quality in this line demands certain components that are relevant to continuous development, teaching and learning, methodology and mobility; national and international cooperation. In fact, education for life entails updating the knowledge of the academic staff, improving their teaching skills, establishing appropriate academic staff development structures as supported by (Arikewuyo & Adegbesan, 2009).

The staff development efforts in a typical university include all forms of training, scholarship, fellowship, study leave with or without pay, conferences, seminars, workshops and research and so on. Furthermore, training and qualification, subsequent research and development determine the mobility of the academic staff in the higher institutions and so the level of mobility of academic staff has to do with their previous ranks and how the staff development training has led to their mobility on the job in form of promotion or improvement. Article 1 (f) of the World Declaration on Higher Education for the 21st Century stated that the missions and functions of higher education is to contribute to the development and improvement of education at all levels, which include training of staff. This study looked at TETFUND international programmes and academic staff development of selected universities in south-eastern Nigeria.

There is decline in quality of academia due to lack of incentives for research and publication. Academia without upto-date knowledge will certainly contribute little or nothing to educational development. Dearth of funding has stunted the academic growth and development of many academic staff of Nigeria universities.

The above identified problem is what is responsible for the delayed promotion and elevations of academic staff due to the phenomenon of “Publish or perish”. It is a common thing to see many academic staff missing their promotions due to lack of improvements in their academic background or lack of publications. Inability of academic staff to meet this standard is usually as a result of lack of funds. Many academic staff allocates their meagre salaries (incomes) to meet immediate family needs. Due to lack of funds, they remain stagnated with their entry academic qualifications for a long time without further advancement.

In spite of the interventions of TETFund in the area of academic staff development, many tertiary institutions are unable to meet the conditions for accessing funds allocated to them. As a result, many academic staff miss the opportunities to access free funds for further academic training and development.

The general objective of the study is to ascertain the extent to which TETFund international programmes affect staff development. The specific objective is to ascertain the type of relationship that exists between TETFund international training programmes and academic staff promotion in selected Universities in the South Eastern part of Nigeria.

In the course of this study, the following research question suffices:

To what extent does TETFund international training programme affect promotions of academic staff of Universities in South East Nigeria?

This study is primarily limited to Universities in South—Eastern part of Nigeria. Also two major Universities (one Federal and the other State) were selected this research work. They are University of Nigeria, Nsukka and Ebonyi State University, Abakaliki are the major focus of this work. Attention is primarily focussed on international training programmes of academic staff in these Universities sponsored by TETFund. Areas of training specifically focused on are overseas training, conferences and workshops. Also the output or effects of these programmes such as promotions, innovations and project supervisions are considered. It must be noted that this work is not exhaustive.

1.1 Review of Related Literature

1.1.1 Conceptual Review

The Tertiary Education Trust Fund (TETFund) was established as an Intervention Agency under the Education Tax Act No. 7 of 1993. Tertiary Education Trust Fund (Establishment, etc.) Act, 2011 repeals the Education Tax Act Cap. E4, laws of the Federation of Nigeria, 2004 and Education Tax Fund Act No. 17, 2003 and establishes the Tertiary Education Trust Fund charged with the responsibility for managing, disbursing and monitoring the education tax to public tertiary institutions in Nigeria. To enable the TETFund achieve the above objectives, TETFund Act, 2011 imposes a 2 percent Education Tax on the assessable profit of all registered companies in Nigeria. The Federal Inland Revenue Service (FIRS) is empowered by the Act to assess and collect Education Tax.

The fund administers the tax imposed by the Act and disburses the amount to tertiary educational institutions at Federal and State levels. It also monitors the projects executed with the funds allocated to the beneficiaries. The mandate of the fund as provided in section 7 (1) (a) to (e) of the TETFund Act, 2011 is to administer and disburse the amount in the fund to Federal and State tertiary educational institutions, specifically for the provision and maintenance of the following:

- 1) Essential physical infrastructure for teaching and learning;
- 2) Instructional material and equipment;
- 3) Research and publication;
- 4) Academic Staff Training and Development;
- 5) 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 higher educational institutions (Retrieved February 1, 2014, from <http://www.tetfund.gov.ng>).

From the above, it would have been clear that one of the TETFund cardinal objectives was to carry out and strengthen academic staff training and development.

Central to all TETFund Academic-based intervention programmes is the achievement of Nigeria's Vision 20:20:20 in addition to the enhancement, promotion and improvement of TEIs human and institutional capacities in teaching, research, entrepreneurship and development of Nigerian knowledge-based economy through effective implementation and delivery of the interventions.

In other words, academic-based intervention programmes of the department are fashioned to launch TETFund beneficiaries into world class institutions with high level capacities to withstand and excel in global competitiveness in the world market, effectively drive Nigerian knowledge-based economy and continuously engineering the production of highly skilled manpower, world class facilities and innovations (Suleiman, 2015).

Concerted and implementation process improvement efforts therefore are continuously being put in place by Education Support Services Department through effective coordination and management of the implementation of TETFund Academic-based interventions in the institutions to build, propagate and transform TETFund Beneficiary Institutions into centres of excellence in research, innovation research incubation and entrepreneurship development systems.

It is against the aforesaid background that TETFund Academic-based intervention programmes being handled by the Department of Education Support Services are perceived and driven.

On the Academic Staff Training and Development interventions, the following activities are stipulated by TETFund for the benefits of higher institutions;

- 1) Carryout inspection visits to Academic Intervention Programme/Project sites, including capacity building & Training intervention programmes in Beneficiary institutions as part of ensuring effective implementation;
- 2) Ensure dynamic and cordial relationship as well as sustain collaborative initiatives with the Federal Ministry of Education (FME) and other agencies/parastatals for further efficiency of the fund;
- 3) Ensure implementation of any auxiliary function(s) that may be assigned to the Department by the Executive Management and/or BOT of the TETFUND;
- 4) Academic Staff Training & Development (AST&D);
- 5) Conference Attendance (CA);
- 6) Teaching Practice (TP);
- 7) NYSC Presidential Honours Award Scheme;
- 8) Presidential Special Scholarship for Innovation and Development (PRESSID);
- 9) Linkage with Experts and Academics in Diaspora Scheme (LEADS).

1.1.2 Conceptual Review

According to Tannenbaun (1992) "Training and development is a function of human resource management concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings". He emphasized that training and development is synonymous with "Human Resource Development", "Human Capital Development" and "Learning and Development".

Rusobya (2012) said that "training and development describes the formal ongoing efforts that are made within organizations to improve the performance and self-fulfilment of their employees through a variety of educational methods and programs". In the modern workplace, these efforts have taken on a broad range of applications from instruction in highly specific job skills to long-term professional

development.

Training and development, in the words of Tannenbaun, encompasses three main activities:

Training: This activity is both focused upon and evaluated against the job that an individual currently holds.

Education: This activity focuses upon the jobs that an individual may potentially hold in the future and is evaluated against those jobs.

Development: This activity focuses upon the activities that prepare the employees for the future.

Todaro (1994) states three major objectives of development:

Raising peoples' living levels, i.e., incomes and consumption levels of food, medical services, education through relevant growth process.

Creating conditions conducive to the growth of peoples' self-esteem through the establishment of social, political and economic systems and institutions which promote human dignity and respect.

Increasing peoples' freedom to choose by enlarging the range of their choice variables, e.g., variables of goods and services.

1.1.3 Seminar

A seminar is a "form of academic instruction either at an academic institution or offered by a commercial or professional organization". It has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject in which everyone present is requested to actively participate (Retrieved from <http://www.en.wikipedia.org/wiki/seminar>). This is often accomplished through a more formal presentation of research. It is essentially a place where assigned readings are discussed, questions can be raised and debate can be conducted.

Seminar can be differentiated from workshop because it is typically lecture oriented. The involvement and interaction with audience is limited in seminar presentation (Koshal, 2015).

1.1.4 Workshops

Workshop can be defined as a brief intensive educational program for a small group of people that focuses on techniques and skills in a particular field. In academia, it is adopted to describe meeting reserved for small groups of specialist who come together for concerted activities or discussions (Retrieved from <http://www.port.modernlanguages.sas.ac.uk/workshops>).

In the words of Koshal (2015) a workshop in the other hand, participant play a more active role and there are times when personalized help and assistance is forthcoming from the teacher. Individual attention on the participants is possible because typically in a workshop, number of participants is kept low purposefully. Lecture play a lesser role in workshop and more attention is given to impart the knowledge through practical mode. Workshops are held mostly at places that are open and more spacious that what are required for seminars. This is necessary to let the participants have a clear view of the technique that is being demonstrated by the teacher.

1.1.5 Conferences

A conference is a meeting of people who confer about a topic (Retrieved from <http://www.en.wikipedia.org/wiki/conference>).

A conference in the most general term indicates a meeting for discussion—most commonly adopted by associations and organizations for their regular meetings. It is usually associated with the most traditional type of presentation, that is, papers followed by questions. Conference can take different forms. We have academic conference, business conference, conference call, news conference, peace conference, professional conference, settlement conference, trade conference and so on.

1.1.6 Promotion

Promotion according to Wikipedia.org “is the advancement of an employee’s rank or position in an organizational hierarchy system”. Promotion may be an employee’s reward for good performance or for additional qualifications, that is, positive appraisal. Before a company promotes an employee to a particular position it ensures that the person is able to handle the added responsibilities by screening the employee with interviews and tests and giving them training or on-the-job experience. A promotion can involve advancement in terms of designation, salary and benefits. In some organizations the type of job activities may change a great deal.

1.1.7 Supervision

According to dictionary, “supervision is the action or process of watching and directing what someone does or how something is done”.

Businessdictionary defines supervision as monitoring and regulating of processes or delegated activities, responsibilities or task.

1.1.8 Innovation

According to *Wikipedia.org*, “innovation is a new idea, more effective or process”. Innovation can be viewed as the application of business solutions that meet new requirements, inarticulated needs, or existing market needs. This is accomplished through more effective products, processes, services, technologies or ideas that are readily available to markets, governments and society. The term innovation can be defined as something original and more effective and as a consequence, new, that “breaks into” the market or society.

1.1.9 The Need for Foreign Training

Foreign training is a necessary element for the creation of a pool of scientific personnel required for the sustenance of research and development activities in the Third World and will remain so for the foreseeable future (Suleiman, 2015). These countries have the infrastructure, the human resources and the capacity to train personnel to the highest international standards. Asia is by far the largest exporter of foreign students to the industrialized nations. Indeed, Taiwan, Korea, and Malaysia are all among the top ten countries sending students to the United States and the numbers are still increasing. The impact of foreign training on the development of R&D is quite significant. As noted earlier, as much as foreign training is desirable for production of high skilled manpower needed for scientific research, it is also

capable of bringing along with it some undesirable consequences. On the positive side, it is an established fact that in almost all academic fields, the most advanced training facilities, the best libraries, and the most distinguished scholars are located in the major Western nations. Most of the high ranking researchers and administrators and policy makers in Asian countries are foreign trained. Although there are no empirical records to show that foreign trained professionals in science and technology in Nigeria perform better than their home trained counterparts, there are evidences however to show that they are exposed to better training facilities in foreign universities (Suleiman, 2015).

Nigeria among other developing countries have to look overseas for students and training of their professionals because of the unavailability of such training opportunities at home and the kind of value that societies and the trainees themselves attach to overseas training. It is therefore important to carefully examine the activities of the TETFund in these areas which are keys to sustainability of higher education institutions in Nigeria.

1.1.10 Guidelines and Requirements for Accessing Funds for Academic Staff Training and Development (AST & D) Programme and Conference Attendance.

Eligibility for the Programme

Drawing from the 2011 TETFund Act, 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 be;
- 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 for 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.

1.2 Theoretical Framework

The study adopted the Public Goods Theory by Samuelson (1994). The Public goods theory has two main assumptions:

- 1) A good once produced for some consumers can be consumed by additional consumers at no additional cost.
- 2) There is non-excludability which means that it is difficult to keep people from consuming the good, once it has been produced.

According to Samuelson, goods with these characteristics will be under-produced in the private sector, or may not be produced at all. Following the conventional wisdom, economic efficiency requires that the government forces people to contribute to the production of public goods, and, then, allow all

citizens to consume them. A public good is a good produced by government and generally made available for the benefit of its citizens. The explanation of “public” by Narain (1986) throws more light to the public goods analysis. For Narain (1986), there are three characteristics of “publicans”.

- 1) Public purpose,
- 2) Public ownership, and
- 3) Public control.

For this study, education is a public good. The public goods theory provides justification for large public expenditure in education. This is based on the assumption that it is only the government that can effectively provide education services appropriately to the citizens given the varied externalities associated with it. These Universities are public enterprises, owned and controlled by the governments for the public interest/purpose; hence, demands accountability from the University authorities. Evidently, the injection of TETFund projects into these Universities ensures that goods (Education) with public goods characteristics are efficiently and effectively provided. By so doing, education as public good is made available and affordable to the greater majority—a situation that fosters government as well as its stakeholders interest/benefits.

1.3 Empirical Review

The majority of lecturers teaching in our tertiary institutions, especially universities, are Lecturers I and below. The majority of them are not PhD degree holders and the small number of those enrolled as postgraduate students study in the same universities where they graduated from and where they teach. Until 2008, the only effort made to sponsor academic staff for postgraduate studies was the allocation of a paltry sum of One Million Seven Hundred and Fifty Thousand (N1.75m) to each University in 2004.

In order to break the unhealthy cycle of in-breeding of lecturers by exposing lecturers to other intellectual traditions within and outside Nigeria, an Academic Staff Training & Development (AST & D) programme was introduced in 2008. So far, some 4,574 lecturers from Federal and State tertiary institutions have been sponsored for postgraduate studies, out of which 1,009 are currently studying abroad. This is the most aggressive training programme for lecturers of tertiary institutions in the history of this country. Supporting institutions to increase number of lecturers with Doctoral Degrees and discouraging in-breeding by providing opportunities for study outside Nigeria to encourage research and development in diverse subject areas. A Total of 6,840 has benefitted from Staff Training and Development, 1,700 of these studied outside Nigeria and 101 beneficiaries were awarded the Presidential Scholarship for Innovation and Development (PRESSID to study in 25 top Universities in the world) (Mallam, 2013).

Udu and Nkwede (2014), in their work Tertiary Education Trust Fund Interventions and Sustainable Development in Nigerian Universities: Evidence from Ebonyi State University, Abakaliki, said 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”.

Bogoro (2015), his work on Sustainability of Higher Education in Nigeria: Challenges and Prospects opined that “foreign training is a necessary element for the creation of a pool of scientific personnel required for sustenance of research and development activities in the Third World and will remain so for the foreseeable future”. These advance countries have the infrastructure, the human resources and capacity to train personnel to the highest international levels.

In the work of Ogundu and Nwokoye (2013) titled Tertiary Education Trust Fund and Development of Higher Education in Nigeria, he said “TETFund disbursement system of 2:1:1 when critically examined does not take into consideration the peculiar needs of some Universities”. He continued by saying that TETFund has alleviated the Universities problems in the area of infrastructures, instructional materials and equipment and needs to do more in the area of human capital development.

There is an annual constant increment in the allocations to Universities, Polytechnic and Colleges of Education. For example, allocation to each University grew from N303m in 2010 to N646m in 2013, likewise allocation to Polytechnic rose from N183m in 2010 to N443m in 2013. The College of Education allocations rose from N157m in 2010 to N390m in 2013.

Chand (2014), “training constitutes a basic concept in human resource development. It is concerned with developing a particular skill to a desired standard by instruction and practice”.

This review centred on some policies of TETFunds as documented by the Act, training and development, seminars, workshops and conferences which form the premise of this study. Efforts were made to define some of the terms as documented in books and other sources of literature. This is not to say that the literature review is exhaustive.

It was noted in the course of review in the related literature that no mention was made on how tertiary institutions can re-assess funds allocated to them if missed in the previous year. Whenever funds allocated to institutions are not assessed, such funds are reallocated among all other institutions in the next year. TETFund policies do not stipulate any provisions to help such institutions recover previously missed funds in the next year. Again, there is no provision in the TETFund policies that guides against using sentiments to send academic staff for training by chief executives of tertiary institutions in Nigeria. This researcher hopes to fill these information gaps.

2. Method

This study adopted both survey research designs. The population of this study was made up of academic staff in these two Universities, namely University of Nigeria, Nsukka and Ebonyi State University, Abakaliki. However, sampling was carried out due to large population of academic staff of the two Universities. The population of academic staff of University of Nigeria, Nsukka is 1039 (Source: field survey, 2015) and the population of Ebonyi State University, Abakaliki is 898 (Source: Personnel Department of Ebonyi State University, 2015).

For the purpose of this study, the Taro Yamane formula for finite population was employed.

$$\text{Thus: } n = \frac{N}{1+N(e)^2}$$

n = Sample size

N = the finite population

E = level of significance (or limit of tolerable error)

1 = unity (constant)

Therefore,

n = sample size

$$N = 1039 + 898 = 1937$$

$$E = (0.05)^2$$

$$1 = 1$$

$$n = \frac{1937}{1+1937(0.05)^2}$$

$$n = 399.79 = 400$$

The following hypothesis suffices in this study:

There is positive significant relationship between TETFund international training programmes and academic staff development in Universities in South Eastern Nigeria.

The random sampling technique is adopted in this study. Out of several higher institutions in South-East region, University of Nigeria, Nsukka and Ebonyi State University, Abakaliki were selected. Simple random sampling method was used to distribute the questionnaires. Given the nature of the sampling technique, the respondents concerned who are academic staff have an equal chance of participating by filling the questionnaires.

A total of Four hundred copies of questionnaire were administered in the study area, but only two hundred and fifty two copies could be retrieved from the respondents.

3. Result

3.1 Pearson Product Moment Correlation Coefficient Result and Interpretation

CORRELATIONS

/VARIABLES = STA AGREED UNDECIDED DISAGREED STDA

/PRINT = TWOTAIL NOSIG

/MISSING = PAIRWISE.

Correlations

Table 1. Hypothesis Result

	STA	Agreed	Undecided	Disagreed	STDA
STA Pearson Correlation	1	-.310	-.818**	.753**	-.844*
Sig. (2-tailed)		.243	.007	.005	.034
N	17	16	9	12	6
AGREED Pearson Correlation	-.310	1	-.232	-.414	.250
Sig. (2-tailed)	.243		.580	.206	.685
N	16	16	8	11	5
UNDECIDED Pearson Correlation	-.818*	-.232	1	.978**	.559
Sig. (2-tailed)	*	.580		.000	.327
N	.007	8	11	7	5
	9				
DISAGREED Pearson Correlation	-.753*	-.414	.978**	1	.692
Sig. (2-tailed)	*	.206	.000		.057
N	.005	11	7	14	8
	12				
STDA Pearson Correlation	-.844*	.250	.559	.692	1
Sig. (2-tailed)	.034	.685	.327	.057	
N	6	5	5	8	8

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Source: Self computation.

CORRELATIONS

/VARIABLES = STA DISAGREED

/PRINT = TWOTAIL NOSIG/MISSING = PAIRWISE.

Correlations

Table 2. Correlation Result of Responses from Respondents that Strongly Agreed and Disagreed

		STA	Disagreed
STA	Pearson Correlation	1	-.753**
	Sig. (2-tailed)	17	.005 12
	N		
Disagreed	Pearson Correlation	-.753**	1
	Sig. (2-tailed)	.005 12	14
	N		

** Correlation is significant at the 0.01 level (2-tailed).

Source: Self computation.

CORRELATIONS

/VARIABLES = STA STDA/PRINT = TWOTAIL NOSIG/MISSING = PAIRWISE.

Correlations

Table 3. Correlation Result of Responses from Respondents that Strongly Agreed and Strongly Disagreed

		STA	STDA
STA	Pearson Correlation	1	-.844*
	Sig. (2-tailed)	.17	.034
	N		6
STDA	Pearson Correlation	-.844*	1
	Sig. (2-tailed)	.034	.08
	N	6	

* Correlation is significant at the 0.05 level (2-tailed).

Source: Self computation.

CORRELATIONS

/VARIABLES = AGREED DISAGREED

/PRINT = TWOTAIL NOSIG/MISSING = PAIRWISE.

Correlations

Table 4. Correlation Result of Responses from Respondents that Agreed and Disagreed

		Agreed	Disagreed
Agreed	Pearson Correlation	1	-.414
	Sig. (2-tailed)	.16	.206 11
	N		
Disagreed	Pearson Correlation	-.414	1
	Sig. (2-tailed)	.206 11	.14
	N		

Source: Self computation.

CORRELATIONS

/VARIABLES = UNDECIDED DISAGREED

/PRINT = TWOTAIL NOSIG/MISSING = PAIRWISE.

Correlations**Table 5. Correlation Result of Responses from Respondents that were Undecided and those that Disagreed**

		Undecided	Disagreed
Undecided	Pearson Correlation	1	.978**
	Sig. (2-tailed)	11	.000
	N		7
Disagreed	Pearson Correlation	.978**	1
	Sig. (2-tailed)	.000	14
	N	7	

** Correlation is significant at the 0.01 level (2-tailed).

Source: Self computation.**CORRELATIONS**

/VARIABLES = AGREED UNDECIDED

/PRINT = TWOTAIL NOSIG

/MISSING = PAIRWISE.

Table 6. Correlation Result of Responses from Respondents that Agreed and those that were Undecided

		Agreed	Undecided
Agreed	Pearson Correlation	1	-.232
	Sig. (2-tailed)	16	.580
	N		8
Undecided	Pearson Correlation	-.232	1
	Sig. (2-tailed)	.580	11
	N	8	

Source: Self computation.

From the results above, there is a correlation between respondents who strongly agreed and those who agree that there is a positive relationship between TETFund international training programme and

academic staff development

($r(15) = -310$; $p > 0.5$). We also observed that those who disagree do correlate negatively with those who strongly disagree with the Ho ($r(7) = -692$; $p < 0.5$), those who strongly disagree correlate positively with those undecided

($r(4) = -559$; $p > 0.5$) and there exist no actual correlation between respondents who were undecided with those who disagreed ($r(8) = -978$; $p = 0$). There was also a negative correlation with those who strongly agreed and those who disagree ($r(10) = .753$; $p < 0.1$).

At this point to substantiate the bivariate correlation coefficient, a scatter plot analysis is carried out to visualize the relationship between our responses to the relationship between TETFund international training programme and academic staff development. The scatter plot verifies that the variables have linear relationship. Figure 1-5 shows the scatter plot for the variables and their observations.

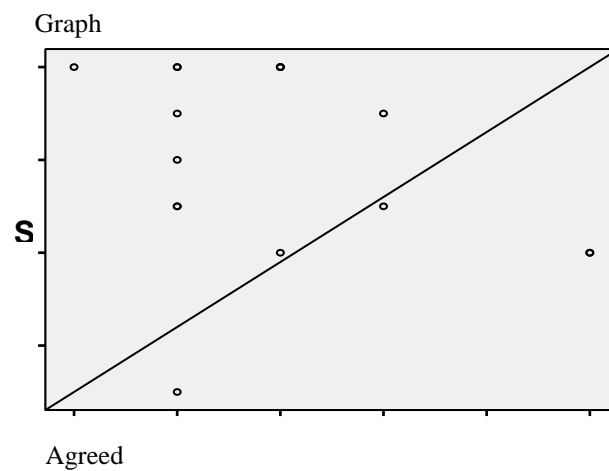


Figure 1. Scatter Plot (Bivariate) Agreed with STA/Missing Listwise

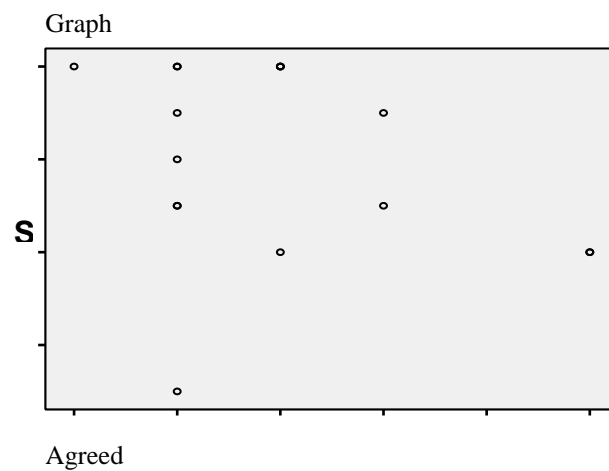


Figure 2. Scatter Plot on those that Agreed

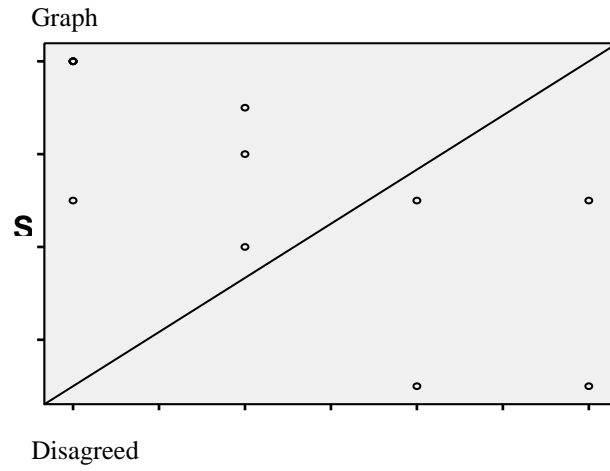


Figure 3. /Scatter Plot (Bivariate) Disagreed With STA/Missing Listwise

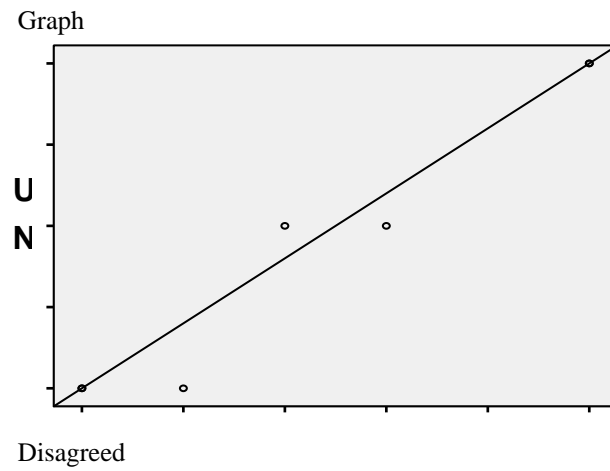


Figure 4. Scatter Plot on those that Disagreed

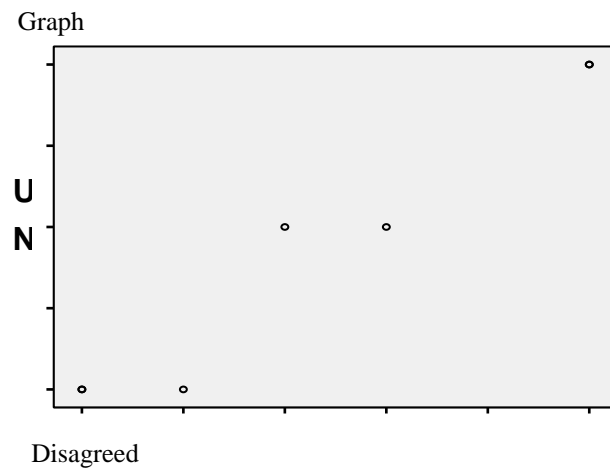


Figure 5. /Scatter Plot (Bivariate) Disagreed with Undecided/Missing Listwise

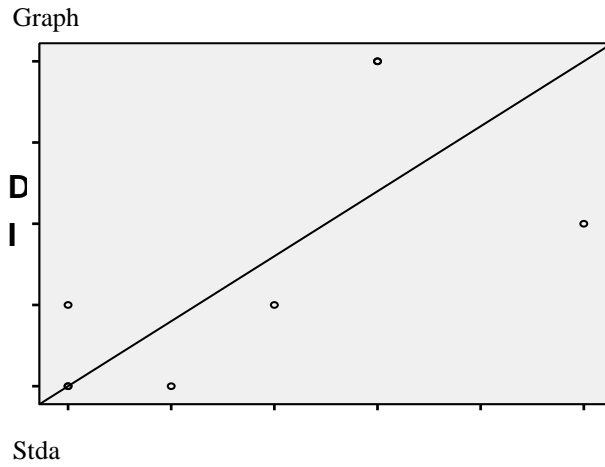


Figure 6. Scatter Plot on those that Strongly Disagreed

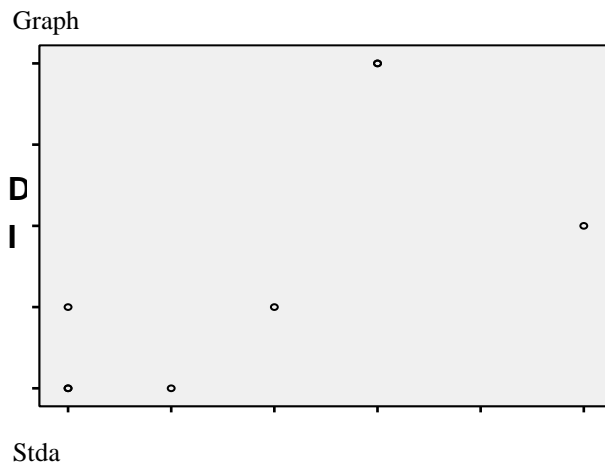


Figure 7. /Scatter Plot (Bivariate) STDA with Disagreed/Missing Listwise

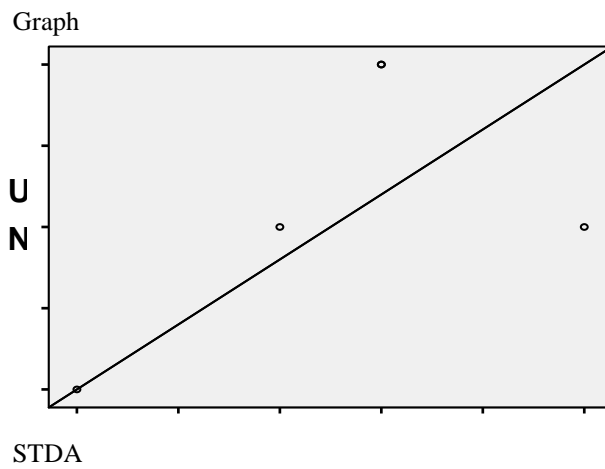


Figure 8. /Scatter Plot (Bivariate) STDA with Undecided/Missing Listwise

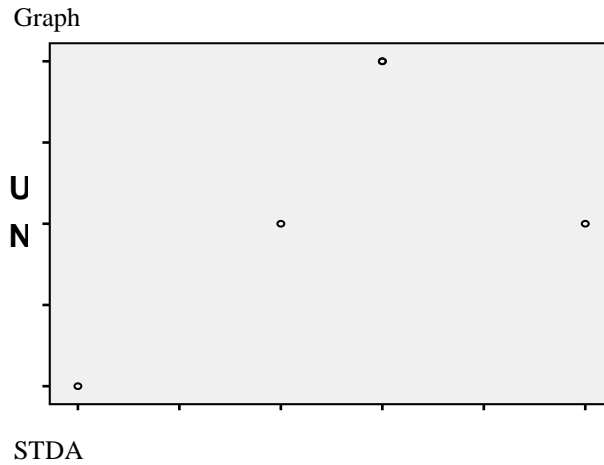


Figure 9. /Scatter Plot (Bivariate) STDA with Undecided/Missing Listwise

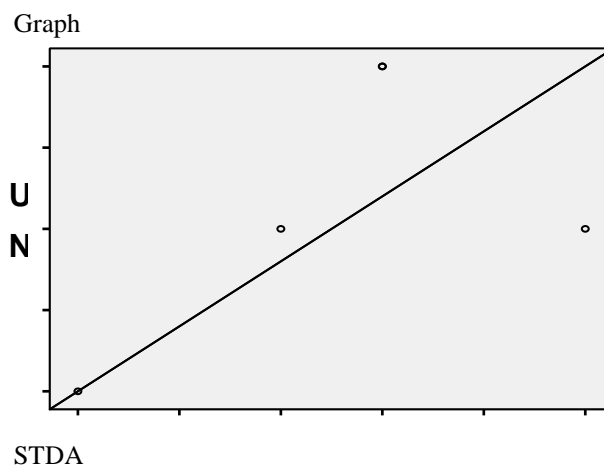


Figure 10. Scatter Plot on those that Strongly Disagreed

3.2 Test of Hypothesis

The statistical significance of the parameter estimate were tested using two—tailed test at 0.05% and 0.01% of significance and $n-2$ degree of freedom. This is compared with the table value of “P” (Sig. 2 tailed), if the calculated P^* is greater than the $P^* 0.05$, we conclude that the estimate is statistically significant and reject H_0 . Otherwise the variable is not significant and we accept H_0 .

Table 7. Correlation Result

Parameter	Calculated-p	Correlated-p	Decision
Strongly Agree/Agree	0.243	0.05	Accept H_0
Agree/Undecided	0.580	0.05	Accept H_0
Disagree/Strongly Disagree	0.057	0.01	Accept H_0
Strongly Disagree/Undecided	0.327	0.05	Accept H_0

4. Discussion

From the findings in this research, it was discovered that most Universities accessed TETFund's funding for trainings, seminars and workshops overseas. Though, allocation to each University is not presently enough, there is evidence that academic staff benefit yearly from the releases of TETFund for International programmes such as overseas training, seminars and workshops. It was also found out that University executives, to an extent bring sentiments to bear when it comes nominating of beneficiaries of the funds.

Findings in this study revealed that most institutions miss their yearly TETFund allocations, either due to bureaucracy or due to ignorance of the procedures involved in accessing the funds. This is found to be common in many institutions.

Findings in this study revealed that overseas trainings, seminars and workshops benefit in no small way for the advancement of academic staff as well as aiding them for promotions and elevations in the Universities. Having been exposed to overseas training infrastructures and equipment, beneficiary academic staffs acquire better skills and knowledge for imparting knowledge. In other words, the trainees (students) ultimately become the major beneficiaries of TETFund International Training Programmes as postulated in the Public Good Theory.

This study entails investigation into the relationship that exists between TETFund international training programmes and academic staff development in two Universities in the South East of Nigeria. Though we have more than seven government-owned Universities in South East Nigeria, focus is on two major ones which are one state-owned and one federal-owned, namely University of Nigeria, Nsukka and Ebonyi State University, Abakaliki. Four hundred academic staff were sampled out of a population of about two thousand. Questionnaire was administered and 252 retrieved. Having analysed data through Pearson Product Moment Correlation Coefficient, it was revealed that there is positive significance relationship between TETFund international training programmes and academic staff development in Universities in South East of Nigeria.

It is further revealed with the study that an average of ten academic staff benefit from international training programmes of TETFund sponsorships every year, Udu and Nkwedo (2014). It is also noteworthy that TETFund targets only government-owned tertiary institutions. And this study focussed on academic staff only.

4.1 Conclusion

From this study, it is discovered that TETFund is playing a major role in the standardisation and upliftment of academic standard in the Nigerian Universities—the South-East Universities inclusive. It is also revealed that TETFund allocation to each tertiary institution increases yearly though not sufficient to solve the academic problem in our tertiary institutions. In a nutshell, TETFund is seen as playing the role of a “saving grace” in the Nigerian Tertiary Institutions, though much needs to be done.

4.2 Recommendations

Based on the findings of this study, the following recommendations are made:

There is need for more enlightenment on the part of chief executives of tertiary institutions in Nigeria and TETFund desk officers with regards to procedures of accessing the funds. This is to avoid the challenge of missing funds which is as a result of inability of institutions to meet the requirements for assessment of yearly allocation due to ignorance about the procedures.

Chief executives of institutions should be advised to stop the discriminations and sentiments in recommending academic staff for trainings, seminars and workshops. Until this area is looked at seriously as a matter of concern, the practice will likely continue and thereby deprive qualified beneficiaries from accessing funds for advancement.

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

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