

**TERTIARY EDUCATION TRUST FUND'S
INTERVENTION IN THE TRAINING AND
DEVELOPMENT OF ACADEMICS IN NIGERIAN
PUBLIC UNIVERSITIES**

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INTERVENTION IN THE TRAINING AND
DEVELOPMENT OF ACADEMICS IN NIGERIAN
PUBLIC UNIVERSITIES**

by

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LIST OF ABBREVIATIONS

ASTD	Academic Staff Training and Development
ASUU	Academic Staff Union of Universities
BSC	Balanced Scorecard
CEO	Chief Executive Officer
CIMA	Chartered Institute of Management Accountants
ETF	Education Trust Fund
FGN	Federal Government of Nigeria
FIR	Federal Inland Revenue
GPRSP	Growth and Poverty Reduction Strategy Programme
IBR	Institutional-Based Research
IPA	Interpretative Phenomenological Analysis
KPI	Key Performance Indicator
KRI	Key Result Indicator
MSC	Master of Science
NAC	National Action Committee
NBTE	National Board of Technical Education
NCCE	National Council of College of Education
NEITI	Nigeria Extractive Industries Transparency Initiative
NOUN	National Open University of Nigeria

NUC	National Universities Commission
NYEP	National Youth Employment Programme
PhD	Doctor of Philosophy
PP	Performance Pyramid
PSAM	Public Service Accountability Monitor
QSR	Qualitative Solution and Research
SMART	Specific Measurable Achievable Realistic and Timely
SPSS	Statistical Package for the Social Sciences
SSAUF	Staffing South Africa's Universities Framework
TETFUND	Tertiary Education Trust Fund
THE	Times Higher Education
UNESCO	United Nations Education Scientific and Cultural Organisation
YES	Youth Enterprise Support

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**INTERVENSI KUMPULAN WANG AMANAH PENDIDIKAN TINGGI
DALAM LATIHAN DAN PEMBANGUNAN AHLI AKADEMIK
UNIVERSITI AWAM DI NIGERIA**

ABSTRAK

Universiti awam di Nigeria berhadapan dengan cabaran yang besar termasuk: kekurangan ahli akademik yang berkecukupan, hasil penyelidikan yang rendah, kedudukan global yang lemah dan program akademik yang tidak bertauliah, dan sebagainya. Oleh itu, campur tangan Kumpulan Wang Amanah Pendidikan Tertinggi (TETFund) dalam latihan dan pembangunan ahli akademik universiti awam melalui biasiswa pengajian, penajaan kehadiran persidangan dan penyelidikan berasaskan institusi menjadi penting, memandangkan Pengurusan Awam Baru (NPM) yang menekankan keberkesanan, kecekapan dan ekonomi. Objektif utama penyelidikan ini adalah untuk menilai sumbangan campur tangan TETFund dalam latihan dan pembangunan ahli akademik di universiti awam di Nigeria. Teori institusi yang menekankan isomorfisme dan model kad skor seimbang yang menjadi aspek pengukuran prestasi membimbing kajian ini. Pendekatan kaedah campuran yang menggunakan kedua-dua kaedah kuantitatif (soal selidik) dan kualitatif (temubual) menjadi kaedah pengumpulan data secara serentak, dan seterusnya membolehkan analisis secara integrasi semasa membincangkan penemuan melalui triangulasi. Analisis regresi pelbagai digunakan sebagai alat statistik dengan bantuan perisian Statistical Package for Social Sciences manakala perisian Nvivo 12 digunakan untuk menganalisis

data temuduga yang diperolehi. Penemuan menunjukkan bahawa terdapat hasil positif akibat intervensi yang merangkumi peningkatan bilangan ahli akademik yang berkeelayakan dan kedudukan global yang lebih baik. Penemuan juga menekankan faktor penghalang kepada prestasi sumbangan campur tangan. Kajian itu mengesyorkan antara lain bahawa cara komunikasi elektronik digunakan secara pelengkap kepada cara biasa (salinan cetak) supaya dokumen yang perlu dikemukakan dilakukan secara elektronik untuk memastikan kelewatan penyerahan dikurangkan kepada minimum sementara kelulusan dan pelepasan dana berlaku dengan segera. Ia menyimpulkan bahawa campur tangan TETFund telah menyumbang secara positif kepada latihan dan pembangunan ahli akademik universiti. Walau bagaimanapun, terdapat ruang untuk penambahbaikan untuk meningkatkan penyampaian perkhidmatan yang lebih baik di universiti awam Nigeria.

TERTIARY EDUCATION TRUST FUND'S
INTERVENTION IN THE TRAINING AND DEVELOPMENT OF
ACADEMICS IN NIGERIAN PUBLIC UNIVERSITIES

ABSTRACT

Public universities in Nigeria are confronted with a mirage of challenges which include: a shortage of qualified academics, low research output, poor global ranking and unaccredited academic programmes, et cetera. Therefore, TETFund intervention in the training and development of academics of public universities through study fellowship, sponsorship of conference attendance and institutional-based research became imperative, given the New Public Management (NPM) that emphasises effectiveness, efficiency and economy. The main objective of this research is to assess the contribution of TETFund's intervention in the training and development of academics at public universities in Nigeria. The institutional theory that emphasises isomorphism and a balanced scorecard model of performance measurement guided the research. The mixed-methods approach affords the use of both quantitative (questionnaire) and qualitative (interview) means of data collection simultaneously, and subsequently allows integration while discussing the finding through triangulation. Multiple regression analysis was used as statistical tools of analysis with the help of Statistical Package for Social Sciences software while the Nvivo 12 software was used to analyse the interview data obtained. The result revealed that there is a positive outcome as a result of the

intervention which includes an increased number of qualified academics and improved global ranking. It also highlighted the inhibiting factors to the performance of the contribution of the intervention. The study recommended among other things that electronic means of communication be deployed in a complementary manner to the usual means (hard copies) so that documents that need to be submitted are done electronically to ensure that delays of submission are reduced to the barest minimum while approval and release of funds happen promptly. It concludes that TETFund intervention has contributed positively to the training and development of university academics. However, there is room for improvement to enhance better service delivery in Nigerian public universities.

CHAPTER 1 INTRODUCTION

1.1 Background to the Study

The government is universally perceived as an exercise in an intervention (Agbarakwe and Anowor, 2018). The intervention of government is practically in three different forms. The first is the ownership of business enterprise and public service delivery entities (Xiang, 2020). The second is perceived as an intervention in production, that is, the state is involved in the provision of goods and social amenities. The third form of state intervention could be in purchases, in which the state is a major buyer of goods and services on behalf of citizens. For example, the budget of a state could be up to 65% for the purchase of health, security, education and other important social services (Xiang, 2020). These services are funded by taxes paid by economic entities, minimal charges by users and public debts (Cloete, 1995). The state may also serve as a regulator using its monopolistic instrument of coercion as guided by the rule of law. It may allow or disallow certain activities even in the private enterprises (Schoeman, 2007).

The government as a regulator of various sectors of society also make sure that the public service realizes its aims and objectives (Department of Public Service Administration, 2003). Public institutions carry out all these functions and activities. Whatever may be the services and activities of the public institutions, they would be measured by their necessity, strategic objective, and performance (Dersal, 1968). This is the case due to the emphasis on public administration reform that has gone beyond the new public managerialism and the perception of

the government as a social actor whose influence affects the means and purposes of public policies (Muravu, 2021). What this means is that the government is perceived as the primary agent in serving the public good and defining the collective interest. However, the intervention of the state in advancing the interest of the public to produce or deliver public service will certainly result in public expenditure.

In this regard, Luyt (2008) states that based on a report of research by the United Nations' Public Service Accountability Monitor (PSAM), developing countries squandered resources, their governments overspent, failed to get value for money, and compromised competitiveness among others. This situation makes citizens agitate with the government for better service delivery that results in development on a sustainable scale. This requires institutional reforms that result in competent human resources, visionary leadership, a strong financial base, et cetera. In this regard, several studies have been conducted that relate to public institutions' service delivery, the performance of the public organisation and measuring the performance of public services. Research that are worthy of note includes: Eneanya (2018); Egbedi (2019); Effiom (2020). Pidd (2012) pointed out three different views in identifying the necessity for measuring the performance of public service. These are the establishment of public value, the new public management, and the traditional civil service.

Consequently, Pidd (2012) observes that the first two are primarily concerned with the organizational design and decision-making procedures used by

entities that deliver public services. The third, public value: is more focused on the activities of public managers while providing public services. Sami, *et al.* (2019) contend that the basic principle of public value is to guide the operations of public organisations to achieve its basic goals which is creating value for citizens through the delivery of quality public services. Public value as it relates to public services has assumed a prominent construct in public administration in recent times (Esposito and Ricci, 2015). Corroborating, Mark (2021) posits that public value is a principle that must be sustained by public organisations as they provide their services to the public. The researcher believes that there is a relationship between the quality of public service delivery and public value.

Any public organisation that exhibits public value will invariably deliver quality public service. Confronted with rising citizen dissatisfaction over public service delivery, globalisation, technological advances, cultural changes, et cetera, public organisations around the world are now making efforts to improve their performances (Eneanya, 2018). This is so because a performance measurement system is believed to be effective at improving organisational performance on service delivery. Apparently, when public services are provided to needed citizens, it serves as an indicator that government is efficient and effective. This may consolidate the legitimacy of the government.

Modern-day performance measurement is characterised by multiple feedback sources when assessing an employee's performance. This is also referred to as 360-degree feedback. Noe, *et al.* (2011) identify the purpose of performance

measurement which includes strategic, administrative and developmental. On the other hand, Stredwick (2005) insists that the main purposes of performance measurement are two. The first are operational reasons, which are to lead and control. To Stredwick (2005), for an organisation to gain and retain legitimacy in a competitive environment, it becomes imperative for employees to have clear guidance and direction of the organisation's aim and objectives. The second is that the performance measurement system sets out to communicate the link between an organisation's mission and strategic direction and the required employee performance. Onah (2014) seems to align with this view. He believes that performance management is about aligning individual objectives with organisational objectives and ensuring that individuals uphold corporate core values. Performance management may not be possible without performance measurement.

Performance measurement, according to CIMA (2005), is the act of creating quantifiable indicators that can be consistently followed to evaluate progress toward reaching predefined goals and employing such indicators to do so. Models that were used in the past to measure performance are today perceived to have serious flaws, such as "return on investment" of cause and relevant data for the organizations they were intended for. The development of a measurement system that accurately and effectively measures organizational performance remains a challenge. Notable among them are the balanced scorecard, key performance indicators (KPI), and performance pyramid (PP). In order to properly

implement an organization's plan, performance measurement is essential. It helps to not only monitor but also to assess an organisation's effectiveness in fulfilling its own predetermined goals or stakeholder expectations.

This research is conducted in the context of Nigeria, a developing country located in the region of Africa. The country has a public sector which is one of the legacies of the British colonialism of the 19th Century (Inyang, 2008 in Egbedi, 2019). The educational sector in Nigeria comprises both private and public ownership, management and provider of services in this regard. The country operates a three-tier of government namely: federal, which can also be called the central government; the state, this is, the constitutional federating units and the third tier is the local, which is also regarded as government at the grassroots. It is pertinent to note that the education system in Nigeria is structured with three different levels namely: the primary, secondary and tertiary levels of education. The tertiary level of education is also split into five different forms institutionally namely: the college of education, the polytechnic, the mono-technic, the research institute and the university.

The university represents the highest level of education in Nigeria just as it is elsewhere. Several educational agencies are supervised by the Ministry of Education. A few of these institutions are relevant to this research and they are: the National Universities Commission (NUC), being the regulatory organisation for both public and private universities in Nigeria. They are saddled with the responsibility of setting standards, quality and quality assurance of the university

system in Nigeria. The second is called the Tertiary Education Trust Fund (TETFund), which is an intervention agency saddled with the responsibility of intervening financially in the provision of infrastructures; training and development of academics in the tertiary education system. The third is the public university in Nigeria. They all have the mandate to provide public services within the education sector. This service is related to the development of human resources for national development and global relevance and impact (Castells, 1994). Unfortunately, Offu, *et al.* (2018) observe that the Nigerian public service is not isolated from the pervasive bureaucratic quagmire, public disservice, apparent political impunity, cronyism, rentierism, et cetera.

It has been said that the primary relevance of higher education around the globe, and Nigeria is no different, is the production of critically required human resources to speed up the growth and development of the economy (Ibukun, 2009). The university system represents the most esteemed higher education institutions whereby knowledge at its peak is not only generated but also refined, procured and disseminated in a manner that addresses the prevailing challenges of society in different dimensions such as socio-political, economic and technological. Precisely, Nigeria's *National Policy on Education* (2004:6-7) highlights the aims of university education as to:

1. Develop and instill appropriate values for the survival of the individual and the society;

2. Contribute to national development through high-level, relevant manpower training;
3. Help people develop the intellectual capacity to comprehend and value their immediate and wider contexts;
4. Develop the physical and mental abilities necessary for people to become independent and valuable contributors to society.
5. Encourage and promote academic achievement and volunteerism.
6. Forge and strengthen national unity.
7. Promote cross-national and international interactions.

Out of the human resources required for achieving the aforementioned, university academic staff are the most vital. This is because they play a great facilitative role in the teaching-learning process. Academic staff have a profound influence on the sociocultural development of their society since they influence many values directly or indirectly on both their students and the larger society. Accordingly, academic staff quality and dedication have been identified as significant predictors of the quality of education consistent with the notion that the success of any organisation is a resultant effect of the quantity and quality of its workforce (Famade, 2003; Nwagwu, 2003; *National Policy on Education*, 2006; Ibukun, 2009; Okebukola, 2010; Hewa & Fairoz, 2018).

However, avid scholars of Nigeria's public university system will notice uninspiring commendation regarding the above, especially in terms of achieving quality control and assurance as far as the educational system is concerned. Nigeria

has the largest university system in Sub-Saharan Africa. It has 174 universities: 43 Federal, 52 State and 79 Private (NUC, 2021), with alarmingly increasing student enrollment growth rates in recent times. For instance, students' enrollment as of the 2004/2005 academic session was 780,000; in 2008/2009, it increased by about 30% to 1,014,337 (NUC, 2009; Shu'ara, 2010), and recently, in 2018/2019 it has increased to 1,798,958 (NUC, 2018), and in 2019/2020 it has also increased to 1,854,261. NUC (2020) This is far exceeding the government enrollment growth-policy guidelines fixed at 3%, 5% and 15% for 1st, 2nd and 3rd generation universities respectively. The first-generation universities refer to the first sets in Nigeria which were established from 1959 to 1975. They include the University of Ibadan, Ibadan; University of Nigeria, Nsukka; University of Lagos, Lagos; University of Ife, Ile-Ife (now Obafemi Awolowo University); Ahmadu Bello University, Zaria; University of Benin, Benin City.

Second-generation universities refer to those that were established between 1975 and 1980. These universities include Bayero University, Kano; Usmanu Dan Fodio University, Sokoto; University of Jos, Jos; University of Port Harcourt, Port Harcourt; University of Ilorin, Ilorin; University of Calabar, Calabar; University of Maiduguri, Maiduguri. The third-generation universities refer to all other universities established thereafter, up to 2015 (Oke & Dang, 2019). Therefore, with the current increasing student enrollment growth rates, the academic staff strength must be similarly increased to ensure that the staff/student ratio is appropriate for a teaching and learning process that should guarantee quality

assurance in the university education system. Notably, the staff/student ratio in some Nigerian public universities is ratio 1 to 363 at the National Open University, 1:122 at the University of Abuja and 1:114 at the University of Lagos (NUC, 2014) compared with world-class universities such as Harvard University with a ratio of 1 to 4, Cambridge University 1:3 and Yale University 1:4.

The mix of a small number of quality students and resourced environment in terms of facilities and staffing is one of the winning formulae for the quality output and success story of these universities (UNESCO, 2018). This is not however peculiar to Nigeria; public universities in India are also seriously contending with a similar challenge. According to the World University News (2019), the faculty-student ratio is below standard. This is evident by the fact that a large number of academic positions are lying vacant at various universities despite the astronomical increase in student's intake in public universities in India. South Africa seems to have a similar challenge when the Minister of Higher Education raised an alarm that university academics in that country are in a crisis state (SSAUF, 2015). The 'Staffing of South Africa's University Framework' also indicates very clearly that the staff-student ratio in their universities at the average is unfavourable, the document declares: "staff/student is inadequate for the kind of measures that are necessary to meet the needs of the majority of students currently being admitted to higher education studies" (SSAUF, 2015:7-8).

In the university system, quality assurance refers to the institutions' capacity to satisfy users of labor's expectations regarding the caliber of skills

obtained by their outputs (graduates). (Ade-Ajayi, 2001). The same may be stated for the universities' capacity to meet requirements pertaining to academic matters, staff-student ratios, rank-based staffing, the qualifications and skills of academics, staff training and development, physical facilities, financial support, and suitable library resources. Quality control, as defined by Adegboye (1997), is the arrangement made or the mechanism set up to maintain a product's or service's level of excellence. When referring to education, it refers to the procedures a system uses to make sure the services it provides or plans to provide are appropriate for the intended purposes. It focuses on how an educational system makes sure that the assistance it offers is still pertinent and suitable to the requirements of society. It entails a number of operational strategies and tasks that cover all the steps performed to achieve the desired level of quality.

An important index for quality assurance in education is the quality of the staff saddled with the responsibility of delivering quality education in the university system. This is why university academics without PhD qualifications are required to go for further training and development to acquire the terminal degree so that they can be considered fully qualified. Apart from academic qualification, university academics are expected to acquire skills in research and publication, this is achieved on-the-job. As university academics conduct research and publish their works, they acquire more research skills and competencies. Conference and seminar attendance/participation is another training and development avenue for university academics that is worthy of note. Individual

university academics may not be able to bear the cost burden alone due to the poor remuneration system. This informs and justifies Nigerian government intervention for training and development through the Tertiary Education Trust Fund (TETFund). The Tertiary Education Trust Fund (TETFund) was established by the government in June 2011 through an act of the National Assembly out of concern for the lack of funding for research and other problems affecting the education sector, such as deteriorating educational infrastructure and declining educational standards. Need to train academics in the tertiary Education sector. Education Tax Fund (ETF) Act Cap. E4 laws of the Federation of Nigeria 2004 and Education Tax Fund (Amendment) Act No 17, 2003 were repealed by this act

Since the establishment of TETFund, there is scarce in-depth research conducted on the performance of TETFund's intervention in the training and development of public university academics in Northwest and Southwest geopolitical zones of Nigeria, with the view to understanding challenges associated with its activities and finding ways to address them. This is the main focus of this research. The performance of TETFund intervention in the training and development of public university academics might have been negatively influenced over the years by either environmental or institutional factors. These are the gaps this research is set to fill. This research is an attempt to unravel the challenges associated with TETFund intervention in public university academic training and development is necessary to empirically identify the challenges that TETFund's intervention in the training of academics may be facing. The

discovery of the challenges may leads to understand how they can be addressed so that there would be improvement in its intervention.

1.2 Statement of the Problem

One of the strategic objectives for establishing TETFund is to intervene in the training and development of academics at tertiary educational institutions including universities. This intervention is to support academics for further studies to acquire higher degrees of MSc. and PhD; the intervention also supports academics with a grant for Institutional-Based Research (IBR); the support also includes sponsorship to attend conferences both foreign and local. It is expected that this would lead to general improvement of the university system especially academics training and development.

Unfortunately, these seem not to be the case. According to the Needs Assessment Committee (NAC) of Nigerian Public Universities report (2014), Moses, et al. (2017), Efforim (2020) reveals that instead of 100% of academics having the terminal degree (PhD), only about 43% have acquired it. while almost 57% are yet to. A closer look into this report, indicates that out of the 129 universities in Nigeria, only 7 have up to 60% of their academics acquired PhD. These universities include: Ondo state university of Science & Technology Akure; University of Calabar, Cross-River State; University of Ilorin, Kwara State; National Open University of Nigeria, University of Uyo Akwa Ibom State. Comparing this with Malaysia where according to National Higher Education

Research Institute (IPPTN), bulletin (5) states that in their research universities 60% of Academics have PhD. this is very commendable. No wonder the best ranked university in Malaysia is university of Malaya which ranked 251-300 (THE 2020). In the same vein, the Times Higher Education (2020) ranks the best university in Nigeria (University of Ibadan) as 525th at the global level. Some of the ranking parameters are related to the quality and productivity of human resources, in other words, qualification, competencies and productivity of academics. It, therefore, implies that the poor ranking indicates the necessity for the training and development of university academics. Moreover in 2018, the World Education News and Review reports that about 150-degree programmes in 37 public universities in Nigeria were unaccredited. This may not be unconnected to the poor condition of the critical component of human resources in the public universities in Nigeria; particularly the academics among other issues. Note that these are the problems that TETFund intervention is expected to address or at least contribute to address through its interventions.

There is growing concern about underqualified academic staff in public universities in Nigeria (Olorunleke, 2013; Oraka, *et al.*, 2017). This concern closely relates to the effectiveness of the activities of TETFund, since it is saddled with the responsibility of complementing the efforts of the government in providing funding-related relief that can facilitate conference attendance, grant for institutional-based research, and study fellowship (Bogoro, 2015; Uzochukwu, *et al.*, 2016). Ahmed (2015) claims that underfunding, which is a crucial prerequisite

for the training and growth of the academics of the public universities, is the biggest problem facing tertiary education in Nigeria. In the same vein, Oraka, *et al.* (2017) Observe that despite TETFund's intervention, Nigeria still has subpar educational infrastructure, and the rate of decay in its public universities is alarmingly. He observes that all the resources required for education production, including human resources, are in limited supply. This indicates that there are inhibiting factors in TETFund's intervention in the area of training and development of the academics which is a critical human element if the public university must fulfil its vision and mission. Corroborating this line of thought, Yagboyaju and Adeoye (2019) assert that some academics are not productive due to inadequate training and development. This has impacted negatively on the quality of the graduates and research conducted in the public university in Nigeria.

Data from Nigerian University Commission indicates uninspiring record in research output, researchers in Nigeria contributed to approximately 7500 indexed scientific publications, (National University Commission (2021). This is still a far cry when we compared this with countries like Malaysia with a lesser population and research institutions with a research output at the same period produces 34,000 indexed scientific publications, (Ministry of Education, Malaysia 2020). Pakistan in the same year contributed approximately 15,000 indexed scientific publication (Higher Education Commission Pakistan 2020). Nigeria's Federal University system spends only 1.3 percent of its budget on research (Agha & Udu, 2019). According to Okebukola (2020), The decline in research was

brought on by a lack of expertise in contemporary research procedures, a lack of equipment for undertaking cutting-edge research, overloaded teaching and administrative schedules that leave little time for research, and difficulties obtaining research funding.

As noted earlier, another objective for establishing the Tertiary Education Trust Fund is to fund research in higher institutions in which university is included. Unfortunately, many academics at public universities are unable to meet the conditions for receiving the fund despite TETFund's assistance in the domains of research and academic growth. As a result, many academics are unable to access this research funding opportunities. According to TETFund (2017), a research grant valued at ₦75,206,387 was awarded to 15 public universities across the country to cover 135 research proposals. The fund was available, according to Abdullahi Baffa, TETFund's Executive Secretary as at that time, as part of the agency's goal to help academic professionals with high-quality research ideas through the Institution-Based Research (IBR) programme. Only four colleges received the research grant, which pays up to ₦2 million to each academic who submit a study proposal. TETFund had complained that 90 percent of research proposals turned in by academics were very poor and not fundable. Other reasons for not using the research fund have been offered. One of such, according to Dayo (2014), is lack of proper documentation on the part of the institutions applying for the grant. According to Eno-Abasi (2015), some universities have complained about the difficulty in obtaining the award because of the cumbersome processes.

He goes on to add that TETFund cannot be blamed totally because the university administration is partly to blame for failing to publicise the call for proposals. Another major challenge is internal politics at the institutional level, sometime selection is based on sentiment not necessary standards and requirement. This is because the institutions are responsible for submitting selected proposals to TETFund for examination and approval, when the proposal's documentation is behind schedule, access is limited.

Several attempts have been made to assess TETFund intervention to the training and development of university academics they include though not limited to the followings: Nagbi and Micah (2019) researched the contribution of TETFund to tertiary institution's development in Nigeria. The study used secondary data and employed an expose-facto research design. The study revealed that the TETFund contribution is positive and significant relationship with academic staff training and development but asserted an insignificant relationship with research & journal publications. The downside of the research is that relying only on secondary data on research of this magnitude seem not to be appropriate in the view of this present research considering the weakness of secondary sources. the research would have had better credibility if it used mixed method that include qualitative and quantitative instruments, hence the need for this present research. Ezeali (2017) evaluated the impact of TETFund intervention on the development of human resources at government-owned tertiary institutions in Southeastern Nigeria (2011-2016). The study also used survey research (questionnaire) to

collect data from primary sources, questionnaire alone cannot give all the necessary primary data due to its inherent weakness. The correlation tests showed that TETFund training and development interventions have a significant impact on improved skills and development of tertiary institution staff and that TETFund sponsorship of academic staff to conferences and workshops has a significant impact on research and academic growth in tertiary institutions. This research is seen to also have methodological flaw, because it only looks at one region of the country. The characteristics, attitude to education in the Eastern part of Nigeria is unique, therefore, cannot be sufficient for generalization. A better approach would be to also gather data from a Northern zone, this will give better understanding of the issues that affects TETFund performance, because TETFund is a national organization with a national scope of operation. Several other studies were done with inconsistent conclusion. In any case the methodological flaws, poor and limited scope makes previous research findings not totally reliable. These have made this present research inevitable. This present research covered wider scope of both Northwest and Southwest public universities this is believed to be more appropriate and would give more credibility to its findings, recommendation and conclusion.

1.3 Research Questions

The specific questions of this study are as follows:

1. To what extent has the TETFund study fellowship contributed to academic staff training and development in selected public universities in Nigeria?
2. To what extent has TETFund sponsorship for conference attendance contributed to academic staff training and development in selected public universities in Nigeria?
3. To what extent has TETFund institutional-based research contributed to academic staff training and development in selected public universities in Nigeria?
4. Why are there setbacks to TETFund intervention of the academic staff training and development in selected public universities in Nigeria?
5. How can TETFund intervention in the academic staff training and development in selected public universities in Nigeria be improved?

1.4 Research Objectives

The specific objectives of this research are as follows:

1. To examine the extent to which TETFund's intervention in study fellowship has contributed to academic staff training and development in selected public universities in Nigeria.
2. To examine the extent to which TETFund's intervention in sponsorship for conference attendance has contributed to academic staff training and development in selected public universities in Nigeria.

3. To examine the extent to which TETFund's intervention in institutional-based research has contributed to academic staff training and development in selected public universities in Nigeria
4. To identify the inhibiting factors of TETFund's intervention in the academic staff training and development of selected public universities in Nigeria.
5. To determine how TETFund's intervention in the training and development of academic staff in selected public universities in Nigeria can be improved.

1.5 Hypothesis of the Study

Testing of hypothesis is necessary because of the nature of the research. This is in line with the research question which seeks to look at the extent to which each independent variables influenced the dependent variable. The independent variables are: Study Fellowship, Sponsorship for Conference attendance and Institutional based Research. While the Dependent variable is Training and Development. Unless we have a clearly stated and testable hypothesis correlation and regression cannot be done and the relationship between independent and dependent variables cannot be tested. The implication of these is that the quantifiable data would be underutilized and the scientific essence of the research would be substantially diminished. This is why Lewey (2017) stated that it is

necessary and indeed common in a quantitative or mixed method research to test or measure variables. In view of this, hypothesis tested are as follows:

H0₁ There is no significant relationship between TETFund's intervention through study fellowship and training and development of academics in selected public universities in Nigeria.

H0₂ There is no significant relationship between TETFund's intervention through sponsorship for conference attendance and training and development of academics in selected public universities in Nigeria

H0₃ There is no significant relationship between TETFund's intervention through institutional-based research and training and development of academics in selected public universities in Nigeria.

1.6 Justification of the Study

The paradigm of new public management that emphasises efficiency and effectiveness of government resources, accountability and transparency, and assessing organisational performance appear to be inevitable. This study's significance is predicated on the fact that if the performance of organisations is not assessed, how else do we know if the organisation is fulfilling its mandates? If the performance of TETFund's intervention in the training and development of the public universities is not assessed, we may not know if the problems that TETFund was meant to address is been addressed and to what extent. Training and

development through TETFund intervention is expected to improve the quality and qualification of the academics in the universities in Nigeria and particularly in the geopolitical zones under study. The effective and efficient achievement of this objective is the concern of this study. If this research is not done, stakeholders may remain in the dark, not knowing whether TETFund is fulfilling one of its mandates or not. Besides, we may not clearly understand areas where the activities of TETFund could be improved upon, what the challenges are and how to address them. The implication is that, public funds may be wasted on ventures that are not adding value, nor improving the quality and qualification of the academic staff in public universities especially in the zones under study.

Several similar research have been conducted on TETFund, university system, training and development, assessment of public organisation performance in service delivery, et cetera, none of this research strictly assessed TETFund's intervention in the training and development of public university academics; using mixed-methods in its data gathering and analysis specifically for the zones like this research. Notable among this research are: Larry and Joseph (2014) who examine TETFund intervention and sustainable development in Nigerian universities; evidence from Ebonyi State of Southeast Nigeria. The research was basically on only one university; thus, its finding which was based on very limited source is not sufficient for generalisation. Although, they conclude that there is evidence of TETFund intervention in the training of academics at the universities, but also concludes that it is grossly inadequate. Such conclusions are not

convincing because the findings upon which such conclusions are made may be considered not substantial enough. Uzochukwu, *et al.* (2016) highlight the frustration and stagnation experienced by academics in Nigerian universities due to inadequate support to further study; attend conference; research and publication. Their research merely made a case for increased TETFund intervention in the training and development of university academics but fails to assess the efforts of TETFund's intervention in the training and development of university academics so far.

The present research is of the view that it is better to assess the intervention of TETFund in the training and development of university academics in a way that could highlight the inhibiting factors; so that the inhibiting factors can be addressed such that TETFund's intervention in the training and development of university academics can be improved. Oraka, *et al.* (2017) find out that TETFund intervenes in universities in Nigeria, they take an exception that there is no correlation with the increase in enrolment and that this has made the intervention ineffective and inadequate; they also did not assess TETFund with well-established performance measurement model like BSC, the research rather benchmarked TETFund intervention with school enrollment. This research is of the view that school enrollment cannot reveal weaknesses, challenges and indeed inhibiting factors of TETFund intervention, rather it may only fit the argument for increasing TETFund intervention. This present research is not arguing for increased TETFund intervention in the training and development of university

academics, rather, is interested in unravelling the challenges associated with the intervention and how they can be addressed. Effiom, *et al.* (2020) underscore the assessment of the Tertiary Education Trust Fund (TETFund) intervention programme on staff research and conference attendance for staff development in public tertiary institutions in Cross River State. Their research excludes TETFund's intervention in study fellowships for university academics. This exclusion makes the research unreliable. TETFund intervention in the training and development of university academics includes study fellowship, institutional-based research and sponsorship for conference attendance. Any research that does not include all these forms of intervention cannot be perceived as reliable.

The present study will serve as a source of reliable information for all stakeholders of the university education system. It will provide useful information for the improvement of government interventions in the area of funding for academic staff training and development not only in Nigerian universities but also in other developing countries that have similar development indicators. This study will enrich knowledge on performance indicators using the balanced scorecard model to arrive at an empirical conclusion that may inspire improvement in public organisations and institutions. More so, development partners and policymakers, especially as it relates to manpower development, would find this work relevant in formulating policies that relate to public university staff training and development in Nigerian universities. The findings of this study can be used as a very reliable resources that may guide reforms in the tertiary education sector.

Furthermore, this study will add to the database of studies that relates to public institutions' efficiency and effectiveness of intervention agency like TETFund.

1.7 Scope of the study

This study is limited to eight public universities, which are Ahmadu Bello University, Zaria; Usmanu Dan Fodio University, Sokoto; Umaru Musa Yar'Adua University, Katsina; and Bayero University, Kano (these are located in the Northwest geopolitical zone of Nigeria). Others include University of Lagos, Lagos; University of Agriculture, Abeokuta; Federal University of Technology, Akure; and University of Ibadan, Ibadan (these are located in the Southwest geopolitical zone of Nigeria). The basis for selecting these universities is informed by the fact that they are among the few public universities that were in existence before the 2011 period of this study which can provide credible data. Most other universities in the zones came into existence afterwards. The justification for selection of the Northwest and Southwest zones of the country is because of security concerns. Incidences of kidnapping for ransom and random killing by armed bandit and secessionist agitators are widely reported in Nigeria. The Northwest and Southwest geopolitical zones seem to be relatively secure compared to other geopolitical zones since the research involves scheduled interviews and distribution of questionnaires.

Apart from the above, the Southern part of Nigeria is considered to be educationally advantageous compared to the Northern part of the country. The