

**INVOLVEMENT OF TETFUND IN CAPACITY BUILDING FOR THE
DEVELOPMENT OF ACADEMIC STAFF OF COLLEGES OF EDUCATION IN
SOUTH-EASTERN NIGERIA.**

By

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Abstract

This study investigated involvement of TETFund in capacity building for the development of academic staff of Colleges of Education in South-Eastern Nigeria. Descriptive survey design was used. The study was guided by 3 Research Questions and 2 hypothesis. The population of the study comprised of six public colleges of educations in South-East, Nigeria with a total of 1,685 academic staff. A sample of 674 lecturers (270 female and 404 male) was drawn through stratified random sampling technique. The instruments for data collection were document analysis and a self designed questionnaire titled; "TETFund Intervention Programme Questionnaire (TIPQ)". It contained 12 items. The instrument was properly validated and tested for reliability through test retest method. This yielded a reliability index of 0.86 using Pearson Product Moment Correlation Coefficient. Mean, Standard deviation and rank order were used to analyse the research questions while z-test was used to test the hypotheses at 0.05 level of significance. The results obtained showed among other things that: TETFund has been consistently disbursing funds in an increasing manner for the development of academic staff of colleges of Education in South-Eastern Nigeria; the benefits of TETFund's involvement in sponsoring conference attendance for the development of academic staff include among others; providing opportunity for interaction and enhancing academic staff effectiveness. The study equally revealed that TETFund sponsors academic staff to pursue master's and doctorate degrees, sponsors academic staff for higher degree locally and internationally. Based on the findings the following recommendations among others were made: government should increase the allocation of funds for capacity building in colleges of education and government should equally ensure that fund allocated for staff development in higher institutions are monitored to achieve the desired results.

Keywords: TETFund, Intervention, Capacity Building and Academic Staff.

Introduction

Education has been recognised by most nations as an important tool for achieving accelerated economic growth and national development. Nigeria is not an exception to this assertion. In view of this, education is allotted a priority allocation in Nigeria's annual budget. As the budgetary allocation meant for education

sector increases nominally each year, the societal out cry on the dwindling quality in educational delivery continues to rise. Indeed, the most significant event in the education sector in recent times has been the continual crises that besets the system. Academic staff unions in higher educational institutions have on different occasions expressed dissatisfactions over the colossal decay both in physical/infrastructural facilities and in the academic staff training and development in the nation's tertiary institutions. The Nigerian education system is often characterised by decrepit infrastructure, deteriorating equipment and facilities, under – equipped laboratories, inadequate textbooks and other teaching materials, poorly stocked libraries, poor administrative and managerial strategies, insufficient or incompetent teachers.

In the light of these agitations, the federal government challenged the unions particularly the Academic Staff Union of Universities (ASUU) to propose other viable sources of generating funds that could be used to save tertiary education in the country through interventions and extra budgetary support. ASUU immediately responded by working out detailed policy formulation and marginal structure that formed the basis for the establishment of Education Trust Fund (ETF) which later became Tertiary Education Trust Fund (TETFUND). In order to transform our tertiary institutions to world-class institution, there is the need for strategic investment towards improving the teaching and learning environment as well as the quality of lecturers in our institutions. The Federal Government has therefore expressed its desire to fund public tertiary institutions to world-class standard through the injection of various intervention funds. The public institutions no doubt face major challenges of funding and inadequate academic human capital that will ensure programme quality. TETFUND'S mission is to provide focused and transformation intervention in public tertiary institutions in Nigeria through funding and effective project management as well as capacity development for lecturers (Ugwuanyi, 2014).

The intervention funds were collected on their behalf by Federal Inland Revenue Service (FIRS) from the 2% assessable profit tax levied on all registered companies in the country. The TETFUND Board of Trustees (BOT) has the mandate to mobilise this fund and in turn disburse same on equality bases to all public tertiary institutions in Nigeria. Specifically, TETFUND areas of intervention in the benefitting institutions include: the provision of essential physical infrastructure, instructional materials and equipment, research, book/manuscript publication, journal publication, academic staff training and development, and any other need, which in the opinion of the BOT is critical and essential for improvement of quality and maintenance of standards in the educational institutions.

The BOT noted that, the academic staff training and development programme represents the single largest capacity building programme ever funded by the public sector. TETFUND has spent reasonable amount of money in training academic staff of public tertiary institutions for master's and doctorate degrees in diverse fields. TETFUND intervention has remained the guaranteed source of capital allocations in public tertiary institutions in recent times and has led to measurable success in reducing so many challenges and improving access to quality education. There is no doubt that government has significantly invested in tertiary institutions through TETFUND intervention, yet the issues of funding and quality has not been sufficiently addressed.

Statement of the Problem

Nigeria as the most populous country in Africa is aspiring to become a knowledge driven economy in which the generation and exploitation of knowledge play prominent role in the creation of wealth. In the mist of this aspiration is the expression of dissatisfaction by well meaning Nigerians over the deplorable decline in the quality of education, more especially at the higher institutions of learning. These institutions are faced with major challenges of funding, essential physical infrastructure, instructional materials and equipment, research materials, books, inadequate and quality academic human capital to ensure programme quality. It is against this background that the study intends to investigate TETFUND

intervention programmes for the development of academic staff in colleges of Education in South-East, Nigeria.

Aim and Objectives of the Study

The aim of this study was to investigate the involvement of TETFUND in capacity building of academic staff of colleges of Education in South-East, Nigeria. Specifically, the study sought to:

- i. Examine the level of fund disbursement by TETFUND for the development of academic staff in colleges of Education in South-East, Nigeria
- ii. Examine the benefits of TETFUND involvement in sponsoring conference attendance for the development of academic staff in colleges of Education in South-East, Nigeria
- iii. Find out the levels of TETFUND's training sponsorship in higher degrees for the development of academic staff in colleges of Education in South-East, Nigeria.

Research Questions

The following research questions guided the study:

- i. What is the level of fund disbursement by TETFUND for the development of academic staff in Colleges of Education in South-East Nigeria?
- ii. What are the benefits of TETFUND involvement in sponsoring conference attendance for the development of academic staff in College of Education in South-East, Nigeria?
- iii. What are the levels of TETFUND's training sponsorship in higher degrees for the development of academic staff in Colleges of Education in South-East, Nigeria?

Research Hypotheses

The following hypotheses were tested at 0.05 alpha significant level:

1. There is no significant difference between the mean scores of male and female academic staff on the benefits of TETFUND involvement in sponsoring conference attendance for the development of College of Education Staff in South-East, Nigeria.
2. There is no significant difference between the mean scores of male and female academic staff on the levels of TETFUND's training sponsorship in higher degrees for the development of colleges of Education Staff in South-East, Nigeria.

Theoretical Framework

This study is based on the human capital theory postulated by Adams Smith in 1779 and has been expantiated by Schultz (1961) and Harbinson (1973). Human capital theory rests on the belief that formal education is instrumental and very important in the enhancement of the productive ability of individuals. The theorists argued that an educated population is a productive population. It emphasises how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability which is a product of innate abilities and investment in human beings (Oluwuo and Nwabueze 2016). Investment in the education of human beings produces future benefits. Investment entails sacrifice of current income to generate both monetary and non-monetary returns in future. Through education, beneficiaries acquire knowledge, skills and competence necessary to contribute to nation building. Since these virtues reside with the beneficiaries, education is seen as a form of human capital.

This idea of human capital development inform the three assumptions that underlie education policy in United States of America that;

- i. Federal Government has an important role to play in both funding and regulating public education
- ii. The central goal of education is to increase student's future productivity and earning capacity

iii. Economists possess expert knowledge that gives them important insight into the educational process.

The involvement of TETFUND in capacity building of academic staff in tertiary institutions have direct relevance to human capital development. The investment by TETFUND on the academic staff in tertiary institutions will translate to better quality output from our tertiary institutions.

Literature Review

Staff development has been conceived by Berliner and Fenstermacher (1983) as the provision of activities designed to advance the knowledge, skills and understanding of teachers in ways that lead to change in their thinking and classroom behaviour. On the other hand Adesina (2008) sees staff development programmes in the school system as those activities aimed at correcting certain deficiencies at the time of appointment, those which enable the non-professional to become professional, those which enable the teaching staff to face the challenges resulting from innovation in the school curriculum and those which allows for acquisition of higher qualification for greater responsibility and status within the school system. Staff development programmes are aimed at professional and personal development of teachers in the school system. The world which has become a global village is today being driven by knowledge and these have made it necessary for workers to be constantly trained to meet the rapidly changing environment and technology.

The success of any staff development programme depends on institutions selecting the right staff during recruitment exercises. The right staff must be placed in the right position for the staff development programmes to be effective. Teachers need intensive in-service training and on the job training programmes in the concepts, methodology, scope and content of each subject, in textbook use and in the production of instructional materials. Higher education worldwide has undergone a paradigm shift to Outcome Based Education (OBE) and change in technology. Thus, the tertiary institutions are challenged to adjust their programme structures, curricular, teaching and learning methods to adapt to these new demands.

In view of these challenges, greater attention is paid to quality staff development for academic staff in tertiary institutions. Tertiary institutions collaborate with TETFUND in academic staff development programmes. The focus of TETFUND intervention is to ensure that no staff in public tertiary institutions is prevented access to staff development because of their inability to pay for capacity building. TETFUND sponsors both teaching and non-teaching staff of tertiary institutions for conferences in Nigeria and abroad (TETFUND, 2014). Since the inception of TETFUND in 2008 to 2016 it has provided funds for the training of 10,363 academic staff in Nigeria public tertiary institutions (TETFUND workshop manual, 2014).

Methodology

The study adopted descriptive survey research design. The population of the study comprised of six (6) public colleges of Education (4 states and 2 federal) in South-East, Nigeria with a total of 1,685 lecturers (404 females and 1,281 male). A sample of six hundred and seventy four (674) lecturers (270 female and 404 male) which is 40% of the total population was sampled from 6 public Colleges of Education in South-East Nigeria through a stratified random sampling technique. The instruments used for data collection were document analysis and a self structured questionnaire titled, "TETFund Intervention Programme Questionnaire (TIPQ)". The instrument was properly validated and the reliability test was conducted through test retest method. A reliability index of 0.86 was achieved by using Pearson's Product Moment Correlation Coefficient for correlating the two results. Mean and standard deviation were used to analyse the research questions while z-test was used to test the hypotheses at 0.05 level of significance.

Results

Research Question One: What is the level of fund disbursement by TETFund for the development of academic staff in Colleges of Education in South-East, Nigeria?

Table 1: Fund Disbursement by TETFund to Colleges of Education in South-East, Nigeria.

S/N	Year	Amount Disbursed (# Million)
1	2009	50.66
2	2010	157.17
3	2011	190
4	2012	319
5	2013	390
6	2014	581
7	2015	227
8	2016	679.067
Total		2,593,897.00

Source: TETFund (2016) Annual Intervention Releases.

The data on Table 1 shows that in the year 2009, fund disbursement by TETFund for the development of academic staff in each of the colleges of education in South-East, Nigeria was 50.66 million, while 157.17 million was disbursed in the year 2010. This represents a great improvement on the former disbursement. However, in the year 2011, 2012, 2013, 2014 and 2015, the sums of 190m, 319m, 390m, 581m and 227m were disbursed by TETFund respectively for the development of academic staff in each of the colleges of education in South-East Nigeria. The sum of 679.067 million naira was allocated to each college in 2016. A closer look at these disbursements by TETFund indicated that funds approved for each college in South-East, Nigeria continued to rise until 2015 when the fund fell by 256%. However, in 2016 the amount was massively moved by over 330%.

Research Question Two: What are the benefits of TETFund's involvement in sponsoring conference attendance?

Table 2: Benefits of TETFund's involvement in sponsoring conference attendance.

S/ N	Items	Male N = 404		Female N = 270		Mean Set	Rank order	Decisio n
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂			
1	College staff are sponsored by TETFund to attend conferences, seminars and workshops.	3.18	0.67	3.15	0.46	3.17	3 rd	Agreed.
2	Conference attendance provides opportunity to interact with colleague's worldwide.	3.22	0.55	3.23	0.42	3.23	2 nd	Agreed.
3	Conference attendance enhances academic staff effectiveness.	3.39	0.55	3.15	0.53	3.28	1 st	Agreed.
4	Conference attendance encourages collaborative research among colleagues.	3.08	0.44	2.79	0.74	2.95	4 th	Agreed.
5	The colleges organise conferences regularly.	2.34	0.82	2.26	0.96	2.31	6 th	Disagreed
6	Quality articles presented in conferences are published in reputable journals.	3.03	0.63	2.79	0.74	2.93	5 th	Agreed.
Aggregate mean and standard deviation.		3.04	0.61	2.90	0.64	2.98		

The mean scores in table 2, ranges from 2.31 to 3.28. Items 1, 2, 3, 4 and 6 had mean scores which are higher than the criterion mean score of 2.50. Item 5 has mean score of 2.31 which is lower than the criteria mean of 2.50. The rank order ranged from 1st to 6th position. Thus, conference attendance enhances academic staff effectiveness ranked 1st while colleges organise conferences regularly ranked 6th. Therefore the data on table 2 shows that the benefits of TETFund involvement in sponsoring conferences are as follows: Conference attendance enhances academic staff effectiveness; conference attendance provides opportunities to interact with colleague's world-wide; college staff are sponsored by TETFund to attend conferences, seminars and workshops: conference attendance encourages collaborative research among colleagues and quality articles presented in conferences are published in reputable journals world-wide.

Research Question Three: What is the level of TETFund's training sponsorship in higher degrees for the development of academic staff in colleges of Education in South-East, Nigeria.

Table 3: Level of TETFund's training sponsorship in higher degrees.

S/N	Items	Male N = 404		Female N = 270		Mean Set	Rank order	Decision
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂			
1	TETFund sponsors academic staff to pursue masters degrees	3.03	0.55	3.13	0.44	3.08	2 nd	Agreed.
2	TETFund sponsors academic staff to pursue doctorate degrees	3.15	0.36	3.11	0.71	3.13	1 st	Agreed.
3	TETFund discourages in-breeding by providing opportunities for academic staff to pursue higher degrees outside Nigeria.	2.69	0.80	2.77	0.76	2.73	3 rd	Agreed.
4	TETFund's sponsorship to higher degrees is available to all academic staff.	2.67	0.91	2.51	0.75	2.60	4 th	Agreed.
5	TETFund sponsor academic staff on rotational basis.	2.48	0.76	2.44	0.78	2.46	5 th	Disagreed
6	Academic staff in your college compete for over-sea sponsorship	2.42	0.93	2.28	0.57	2.35	6 th	Disagreed
	Aggregate mean and standard deviation.	2.74	0.72	2.71	0.67	2.73		

Data on table 3 show that items, 1, 2, 3 and 4 in the rank order 1st to 4th had mean set scores that were higher than the criterion mean of 2.50, while items 5 and 6 in the rank order 5th and 6th had mean set scores that were less than the criterion mean. The aggregate mean set score of 2.73 indicates that both male and female academic staff agreed unanimously on the level of TETFund training sponsorship in higher degrees for the development of academic staff in Colleges of Education in South-East, Nigeria. Therefore, the data on table 3 show that the level of TETFund's training sponsorship in higher degrees for the development of academic staff in Colleges of Education in South-East, Nigeria were: TETFund sponsors academic staff to pursue master's and doctorate degrees, TETFund provide opportunities for academic staff to pursue higher degrees outside Nigeria and TETFund's sponsorship to higher degrees is available to all academic staff.

Test of Hypotheses

Hypotheses One: There is no significant difference between the mean scores of male and female academic staff on the benefits of TETFund's involvement in sponsoring conference attendance for the development of Colleges of Education staff in South-East, Nigeria.

Table 4: Mean, Standard Deviation and z-test analysis of male and female academic staff's opinion on the benefits of TETFund's involvement in sponsoring conference attendance for the development of Colleges of Education staff in South-East, Nigeria.

<i>Gender</i>	<i>N</i>	<i>\bar{X}</i>	<i>SD</i>	<i>z-cal</i>	<i>z-crit</i>	<i>Df</i>	<i>Level of sig.</i>	<i>Decision</i>
Male	404	3.04	0.61					Ho₁
Female	270	2.90	0.64	0.61	1.96	672	0.05	Accepted and Retained

The result of the analysis on table 4 using z-test shows that there is no significant difference between the mean scores of male and female academic staff on the benefits of TETFund's involvement in sponsoring conference attendance for the development of colleges of education staff in South-East, Nigeria.

This was because the calculated z-test of 0.61 was less than the critical z-value of 1.96 at 0.05 level of significance and 672 degrees of freedom. Consequently, the hypothesis was retained. Therefore, there is no significant difference between the mean scores of male and female academic staff on the benefits of TETFund's involvement in sponsoring conference attendance for the development of Colleges of Education staff in South-East, Nigeria.

Hypothesis Two: There is no significant difference between the mean scores of male and female academic staff on the levels of TETFund's training sponsorship in higher degrees for the development of colleges of education staff in South-East, Nigeria.

Table 5: Mean, Standard Deviation and z-test analysis of male and female academic staff's opinion on the levels of TETFund's training sponsorship in higher degrees for the development of colleges of education staff in South-East, Nigeria.

<i>Gender</i>	<i>N</i>	<i>\bar{X}</i>	<i>SD</i>	<i>z-cal</i>	<i>z-crit</i>	<i>Df</i>	<i>Level of sig.</i>	<i>Decision</i>
Male	404	2.74	0.72					Ho₂
Female	270	2.71	0.67	0.55	1.96	672	0.05	Accepted and Retained

Result of data analysed in table 5 shows that z-calculated was 0.55. Which was by far less than the critical z value of 1.96 at 0.05 alpha significant level and at 672 degrees of freedom. Consequently, the hypothesis was retained. Therefore, there is no significant difference between the mean scores of male and female academic staff's opinion on the levels of TETFund's training sponsorship in higher degrees for the development of colleges of education staff in colleges of education in South-East, Nigeria.

Discussion of Findings

The results of the study showed that TETFund has been consistently disbursing funds for the development of academic staff in colleges of education in South-East Nigeria. The result also indicated that fund disbursement to colleges of Education in South-East, Nigeria for academic staff development has been increasing every year. TETFUND gives allocation for Institution Based Research (IBR) annually. This allocation however is domiciled in TETFund and only released for execution of the project after the proposal has been approved. A maximum of #2,000,000.00 is granted and the approved fund shall be disbursed in tranches (85% before commencement and 15% after submission of final report; Okojie, 2013).

There is no restriction in terms of access to this fund. All lecturers in public tertiary institutions are eligible to access IBR fund and the research must be conducted in the submitting institution. Approved proposals shall be given back to the researcher(s). Where there are corrections, such proposals shall be vetted by the Institution's Committee on Research (ICR) for compliance and thereafter signed by the chairman of the committee. Approved proposals shall then be submitted in five copies to TETFund. All researchers must ensure that all required documents are attached to avoid unnecessary delay or outright rejection. There must be a covering letter to TETFund by the principal researcher through his/her Head of Department, the Chairman (ICR) and the Head of the Institution or his representative requesting for funding of the approved proposals (Babayo, 2014).

On the benefits of TETFund's involvement in sponsoring conference attendance for the development of academic staff in colleges of education in South-East, Nigeria, it was found that college staff are sponsored by TETFund to attend conferences, seminars and workshops, conference attendance provides opportunity to interact with colleague's world-wide, conference attendance enhances academic staff effectiveness, it also encourages collaborative research among colleagues and quality articles presented in conferences are published in reputable journals.

Conference attendance is one of the academic/content-based interventions designed by TETFund to provide opportunities for lecturers to interact with their colleagues world-wide and benefit from such exposure. Such interaction is to the advantage of the education system. Under this scheme, TETFund sponsors both teaching and non-teaching staff of tertiary institutions for conferences in Nigeria and abroad (TETFund, 2014). The allocation for conferences is shared in the ratio of 70:30 exclusively between the academic and non-academic staff respectively. To be eligible to access this fund, institution's staff must present letters of invitation as evidence of announcement of the conference. The fund allocation should be used to support the staff to attend short conferences in relevant disciplines.

The study equally revealed in terms of the level of TETFund's training sponsorship in higher degrees for the development of academic staff in colleges of Education to include: TETFund: sponsors academic staff to pursue master's degrees, discourages in-breeding by providing opportunities for academic staff to pursue higher degrees outside Nigeria, sponsorship to higher degree is available to all academic staff, TETFund does not sponsor academic staff on rotational basis nor academic staff in colleges of education competing for overseas sponsorship.

The Academic Staff Training and Development (AST&D) intervention programme of TETFund commenced in the year 2008. This intervention by TETFund also directly impact on the capacity building of the beneficiary institutions and indirectly to national development. AST&D achieves this objective by supporting institutions to increase the number of lecturers with doctoral degrees, discouraging in-breeding by providing opportunities outside Nigeria, and encourage research and development in diverse subject areas. To be eligible for academic staff training and development programmes, beneficiaries must comply to the guidelines for accessing TETFund intervention.

Conclusion

TETFund since its inception in 2008 till date has been consistently involved in capacity building of academic staff of public colleges of education located in South-Eastern zone of Nigeria. TETFund does this by releasing annual intervention fund for academic staff development which could be used for sponsoring conference attendance by academic staff or the pursuit of higher degrees. TETFund intervention programme in the area of academic staff development is commendable and has in no small measure increased the level of interaction, collaborative research and publication of quality academic works locally and internationally.

Recommendations

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

- i. Government should increase the allocation of funds for capacity building in Colleges of Education.
- ii. Government should ensure that funds allocated for staff development in higher institutions are monitored to achieve the desired results.
- iii. Academic staff in Colleges of Education should take advantage of academic – based intervention to improve on their professional competence.

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