

**EXAMINING THE IMPACT OF TETFUND FUNDING ON STAFF TRAINING
ON QUALITY OF EDUCATION IN PUBLIC UNIVERSITIES
IN SOUTH EAST NIGERIA**

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ABSTRACT

The study examined the impact of TETFund funding on staff training on quality of education in public universities in south east Nigeria. The study was guided by two research questions and one null hypotheses tested at 0.05 level of significance. The study adopted a descriptive survey research design. The population of the study was 336 academic staff from Faculty of Education who have gained TETFund sponsorship in public universities in South East Nigeria. Due to the manageable size of the population there was no sampling. Instrument for data collection were structured questionnaire. The reliability of the instrument was determined through a trial test. Data collected were analyzed using Mean and standard deviation for the research questions while t-test was used to test the null hypothesis. The findings of the study revealed that TETFund funding on training enhances quality of education and promotes academic staff teaching method. Based on the findings, the study recommended among others that TETFund sponsorship should be extended to lecturers in private and mission universities to ensure that quality education is not limited to public institutions alone. TETFund should implement a monitoring system to ensure that the beneficiaries of the sponsorship are conducting high-quality research and teaching that will contribute to the country's economic and educational advancement.

Keywords: TETFund, Quality Education, Training, Funding, public universities.

INTRODUCTION

Most lecturers in public universities find it difficult to go for training and to advance in their academic pursuit because they cannot foot the bill of self-sponsorship as a result of poor reward system (salaries) and degenerating economic situation in the country. These and other problems has necessitated the establishment of tertiary education trust fund (TETFund) by Nigeria government. TETFund is charged with responsibility of managing, disbursing and monitoring the education tax to public tertiary institutions which has university as its apex. With introduction of TETFund, university lecturers have the opportunity of government sponsorship and also advance in their academic pursuit through training and development thereby improve in their impartation of knowledge and enhance quality of education in our universities.

Training refers to teaching or acquiring specific knowledge and skills required on the individual's present job. "It is one of the most potential motivators which can lead to many possible benefits for both individuals and the organization that helps to achieve objectives of the organization" (Karim et al., 2019). Also, Training is a process of increasing the knowledge and skills of an employee for doing a particular job. Training is considered as education and instructions given to the employee at any time needed to improve this current status of skills and information, for a better outcome, (Anwar & Zebari, 2015). In other terms, training is a series of activities given to the employees with efforts to change their own way of thinking and their current knowledge about specific issues (Othman, et al, 2019). Khan and Abdullah, (2019), opined that training grow the individual skills and performance to achieve the demands of the organization. Training is not only to train the workers physically and mentally for the sake of the organization but also, it is a fertile media for graduation of many skilled people (Ismael, et al, 2021). Furthermore, training is an important part of human resource management, it has been increasingly important nowadays to develop staff activities and support them in terms of their physical abilities and their kind of thinking towards subjects and ideas with the main aim of increasing the productivity (Anwar & Abdullah, 2021).

Similarly, Staff training is also the process of training the current staff of an organization or institution for enhancing the performance of the staff as well as the productivity of the institution. It is a way of advancement in career. Training and development increases job satisfaction and morale among staff, increase staff motivation, increase capacity to adopt new methods and technologies, and increase innovation. This is in line with Azim (2022) who stated that any activity that help staff acquire new, or improve existing knowledge or skills is termed staff training and development. It is a formal process by which individuals improve performance at work. But, in order to achieve success in staff training and development, adequate funding mechanism must be available.

Funding is very important in university institution because staff must be motivated to acquire more knowledge, embark on research work, institution will also acquire research equipment and educational facilities, including internet facilities, modern books and journals, (Baro, et al 2017). Unfortunately, funding of training and development in tertiary institutions has become a major problem for both public and private institutions because of constrained financial budget which is linked to inadequate funding as collaborated by Ebadi (2015) who stated that securing funding is one of the most important factors of a researcher and for general academic advancement. Mgbekem in Modu, et al. (2019) posited

that the major challenge facing the management of university system in Nigeria is inadequate funding. As a result, Government and philanthropist consistently fund education using various funding program, as agreed by Bollen (2018) who states that there are excellent funding programs and ways to differentially distribute funding according to assessment of the quality of one's peers. Hence, Government effort in funding academic staff training and development led to the establishment of Tertiary Education Tax Fund (TETFund)

Prior to 2011, TETFund was known as Education Tax Fund (ETF). In June 2011, TETFund was established as an intervention agency under the TETFund Act 2011, the difference being that at ETF, funds were applied across the board from primary institution to tertiary institution, but with inception of TETFund, there was focus on tertiary institutions. TETFund was charged with the responsibility of managing, disbursing and monitoring the education tax to public tertiary institutions in Nigeria, in other to achieve their objectives. TETFund Act 2011 imposes a 2 percent (2%) education tax on the assessable profit of all registered companies in Nigeria which is used to fund public universities, polytechnics and colleges of education. What necessitated the promulgation of the education tax act was the wide recognition of decline in educational standard and deep rot in infrastructure and other facilities at all levels of the Nigerian education system (Ugwuanyi, 2014).

The tax fund is disbursed to tertiary institution owned by federal and state government (TETFund 2015). Bogoro (2015) stated that TETFund ensures that funds generated from education tax are used to improve the quality of education in Nigeria by providing funding for educational facilities and infrastructural development, promote creative and innovative approaches to educational learning and services, stimulate support and enhance improvement activities in educational foundation areas like teacher education and championing new literacy, enhancing areas such as scientific information and technology literacy.

Education has been recognised for its power to transform lives. Quality education is a learning experience that foster critical thinking, socio-emotional skills, and values. When society is graced with quality of education, the impact is multifaceted, there will be economic growth, and innovation, reduction in social inequalities, informed decision making, social cohesion and harmony and environmental stewardship. quality education makes people to become better citizens, get a better-paid job, shows the difference between good and bad (Onyekazi, Pearl Ifeoma, et.al, 2024). A quality education is one that focuses on the whole child- the social, emotional, mental. physical, and cognitive development of each student regardless of gender, race, ethnicity, socioeconomic status or geographical location. Quality of education goes alongside with knowledge impartation. Knowledge is the experience, skills one acquires from information which dwell permanently in people or for a considerable time. At the academic hierarchy, interest in the functions of knowledge in an economic organization has manifested out of research into capabilities and resources, the economics of information, epistemology, evolutionary economics and technology management (Grant in Raji, 2019). Knowledge transfer is a component of knowledge management which is defined as the process through which an organizational unit, section, department is affected by the experience acquired by another (Ghafoor et al. 2011). Knowledge management has been concerned less with data and more with the transfer of best practices, the pursuit of organizational learning and creating opportunity for creativity

and management of intellectual assets (Grant in Raji, 2019). Also, Aniete in Raji (2019) posited that increase in transfer of knowledge from tertiary education institutions to industries is the primary goal in almost developed countries. knowledge transfer seeks to organise, create, capture or distribute knowledge and ensure its availability for future users.

Professional development extends to the area of academic staff training and development. Most academic staff of Nigeria universities never had the opportunity for further development and training. Hence, there was lack of provision and maintenance of qualified academic staff. A lot of academic staff had remained complaisant in the previously acquired qualifications and might have continued to teach with such for many years perhaps due to their inability to finance such trainings considering the meagre salary and biting economy which the south-east university academia suffers most due to large number of family's total dependence coupled with other encumbrances. As a measure to correct this, the federal government of Nigeria in 2011 promulgated an act called tertiary education trust fund Act. It is an intervention agency set up to provide supplementary support to all levels of public tertiary institutions, with the objectives of using funding alongside project management for the rehabilitation, restoration and consolidation of tertiary education in Nigeria. All this is geared towards improving the quality of education in Nigeria.

Statement of the Problem

Quality Education still remains the ladder through which our universities can climb to the top of the global academic expectations. Training and development have been identified as powerful instrument for staff enhancement and quality education in our public universities.

The economic situation in the country has increasingly made it difficult for academic staff to develop themselves academically. Considering the inflation trend, an academic staff will use his salary to provide the basic needs of food, shelter, and clothing for the family rather than self-sponsorship in terms of training and development. Surely, economic situation is an impediment that is capable of reducing the quality of staff thereby reducing the quality of education and making it impossible for tertiary institutions to meet up with global academic expectations. In a situation where the academic staff do not empower or develop academically in terms of training, it is capable of reducing the quality of knowledge students receive. This situation has been identified as a major gap in Nigeria's universities. As a result, Federal government displayed its commitment to staff training by encouraging staff of tertiary institutions to engage in training opportunities through TETFund.

Owing to the gap identified above, the study seeks to examine the impact of TETFund funding on staff training on quality of education in public universities in south east Nigeria.

Research Questions

The following research questions guided the study:

1. How does TETFund funding on staff training enhance academic staff teaching method?
2. What are the impact of TETFund training programmes on the quality of education?

Hypothesis

1. There is no significant difference in the mean responses of male and female staff of public universities on the impact of TETFund funding on training on quality of education in universities.

METHOD

The research design adopted for this study was descriptive survey research design. Nworgu, (2015) stated that a survey design is one in which a group of people or items are studied by collecting and analysing data from only a few people or items considered to be representative of the group. The study was conducted in public owned federal and state universities in South East Nigeria. The population of this study comprised all the 336 lecturers of faculty of education from four federal and five state universities in South East Nigeria that have benefitted from TETFund sponsorship between 2009 – 2019.

The sample size was 336. The whole population was used for the study because the population was manageable. The instrument for data collection was a structured questionnaire developed by the researcher. The instrument was a modified four-point Likert scale of: Strongly Agree (SA), Agreed (A), Disagree (SD), and Strongly Disagree (SD) with values of 4,3,2, and 1 respectively. The instrument was subjected to face and content validation. The reliability of the instrument was determined through a trial testing. Construct reliability was assessed using Cronbach's Alpha in SPSS software. The overall reliability was 0.74.

The researcher employed both self-delivery techniques and help of research assistants in the administration of the questionnaire. Out of 336 questionnaires administered 303 were returned, the respondents absconded with the remaining instruments for reasons not known to the researcher.

Statistical Package for Social Sciences (Version 23) Software was employed in the data analysis process. The data collected were analysed using mean rating and standard deviation to answer the research questions, while t-test was used to test the hypothesis at 0.05 level of significance. Any item with the mean rating of 2.50 and above was considered as Strongly Agreed Otherwise Disagreed.

Hypothesis were tested using the t-test at 0.05 level of significance. If the calculated p-value is greater than the critical p-value at a significance level of 0.05, the null hypothesis is rejected otherwise the null hypothesis is accepted.

Results

Research Question One:How does TETFund funding on staff training enhance academic staff teaching pattern?

Table 1: Mean and Standard Deviation Rating of the respondents on how TETFund funding on staff training enhance academic staff teaching pattern.N=303

S/N	ITEM STATEMENTS	\bar{x}	SD	Remarks
1	Training of lectures by TETFund expose them to challenges which inspire them to teach better.	3.00	0.21	A
2	Provision of modern and well equipped classrooms by TETFund aid quality teaching.	3.32	0.46	A
3	TETFund retraining programme have improved lecturer’s knowledge in teaching methods.	3.14	0.35	A
4	TETFund funding of training have made lecturers take advantage of technology in teaching.	3.00	0.33	A
5	TETFund development programmes encourages production of practical oriented lecturers.	3.07	0.82	A
6	Training of lecturers make their teaching patterns more collaborative.	3.00	0.19	A
7	Lecturers have the ability to integrate ICT in teaching after required training from TETFund.	3.05	0.23	A
8	TETFund Training of lecturers in the use of ICT enhances their access to content development.	3.08	0.27	A
9	TETFund Training builds instructional leadership in lecturers which improves teaching.	2.96	0.26	A
10	Lecturers are equipped with current methods of teaching after training by TETFund.	3.58	0.49	SA
Grand mean		3.12	0.36	A

In Table1, the data analysis showed that most of the respondents seem to support the view that training of lectures by TETFund exposes them to challenges which inspire them to teach better as well as make their teaching patterns more collaborative. Also, they believe that TETFund Training of lecturers in the use of ICT enhances their access to content development, take advantage of technology in teaching and become practical oriented. The provision of modern and well-equipped classrooms by TETFund aids quality teaching while quality research through research grants by TETFund improves the quality of education in public universities. In addition, the analysis found that the TETFund retraining programme has built instructional leadership and improved the lecturer’s knowledge of teaching methods. The grand mean of 3.12 which falls within the range of Agreed is an indication that TETFund Funding on Training of Staff had impact on the quality of education. Also, the relatively small value of the standard deviation (SD=0.36) indicates a high degree of homogeneity of the responses by

the respondents suggesting enhancement of teaching pattern through TETFund funding on training.

Research Question Two: What are the impact of TETFund funding on training on quality of education?

Table 2: Mean and Standard Deviation Rating of the respondents on the impact of TETFund Funding on training on the quality of education?

N=303					
S/N	ITEMS STATEMENT	\bar{x}	SD	Remarks	
1	TETFund training programmes develop lecturers writing skills which inspire them to write textbook in their professional area.	3.02	0.31	A	
2	TETFund training improve lecturers on supervisory role they play on project writing	2.97	0.30	A	
3	Lecturers publish more research papers in their professional area after accessing grant from TETFund	3.10	0.40	A	
4	Quality research through research grants by TETFund improves quality of education in public universities.	3.12	0.37	A	
5	Well trained lecturers give the university higher accreditation result which improve quality of education	3.10	0.36	A	
6	Lecturers have the ability to integrate ICT in teaching after required training.	3.26	0.44	A	
7	TETFund development programmes encourages production of practical oriented lecturers.	3.11	0.37	A	
8	TETFund training improves lecturer’s supervisory roles on students industrial training (IT).	2.93	0.35	A	
9	With constant TETFund training programmes lecturers easily adapt to global challenges in their professional area.	3.09	0.29	A	
10	TETFund training improves lecturer’s supervisory roles on teaching practice programmes.	2.86	0.35	A	
Grand mean		3.05	0.35	A	

Analysis of field data 2023

In Table 2, the data analysis revealed that majority of the respondents seem to believe that TETFund training programmes improves lecturer’s professional and writing skills which inspire them to write textbook and publish more research papers in their professional area thereby improving the quality education Also, they support the opinion that Lecturers have the ability to integrate ICT and current methods in teaching as well as easily adapt to global challenges in their professional area. In addition, they agree that TETFund training improves improve lecturers on supervisory role they play on project writing lecturer’s supervisory roles on students teaching practice programmes industrial training (IT). The grand mean of 3.05 which falls within the range of Agreed is an indication that TETFund Funding on Training had impact on Professional Skills of Staff. Also, the relatively small

value of the standard deviation (SD=0.35) indicates a high degree of homogeneity of the responses by the respondents, suggesting progress in quality of education as a result of TETFund funding on training.

Hypothesis 1

There is no significant difference in the mean responses of male and female staff of public universities on the impact of TETFund funding on training on quality of education in universities.

Table 3:

Summary of T-test analysis on the difference in the mean responses of male and female staff of public universities on the impact of TETFund funding on training on quality of education in universities.

Gender	N	Mean	SD	Df	t-value	P-value	Decision
Male	78	3.17	0.13	301	1.619	0.107	Accepted
Female	225	3.15	0.11				

In Table 3, an independent samples t-test was performed to examine whether there is a significant difference in the mean responses of male and female staff of public universities on the impact of TETFund funding on training on quality of education for 303 participants grouped by gender (78 males, 225 females). The data showed that t-value of 1.619 at 301 degree of freedom with a p-value of 0.107 is greater than the criterion value of 0.05 (0.107>0.05) this means that there is no significant difference in the mean ratings of male and female staff of public universities on the impact of TETFund funding on training on quality of education in universities. Hence, the null hypothesis cannot be rejected in relation to this research.

DISCUSSION OF FINDINGS

The intention of this study was to determine the degree to which TETFund funding for staff training impacted on educational quality. The results of this study showed that lecturers are motivated to improve their instruction and increase collaboration in their classes through the challenges they encounter during TETFund training. This study also shows how lecturers can benefit from technology in teaching and improve the university's accreditation outcomes by receiving TETFund Training in the Use of ICT, which improves their access to content creation. This corroborates Bamiro (2012) assertion that TETFund's typical interventions in tertiary institutions focus on the construction and rehabilitation of buildings and laboratories, the purchase of teaching and research equipment, the development of books and research, the capacity-building and teacher training programs, the provision of ICT infrastructure, and the creation of facilities that support institutions like boreholes and electricity generators. Similar to Udu and Nkwede (2014), who claimed that many staff at tertiary institutions have been trained, developed, and empowered through TETFund, this study's findings that demonstrated quality research and teaching by lecturers as a result of modern and well-equipped classrooms by TETFund as well as instructional leadership and improved lecturer knowledge of teaching methods through TETFund retraining programme agree.

with regards to corresponding hypothesis on gender perception, there was no appreciable difference between the opinions of male and female university staff members regarding the degree to which TETFund support for training impacted on the quality of

education in universities. This may indicate that TETFund training is seen by male and female university employees as an essential tool for raising the standard of higher education. This supports the claim made by Kulkarni (2013) that training and development attempts to enhance managerial, technical, human, conceptual, and other competencies to support both individual and organizational progress.

Conclusion

From the findings of the study, it was concluded that TETFund funding on staff training has a measurable impact on public universities. The specific areas of improvement include, quality of education and teaching patterns. Funding on training of university staff by TETFund enhances quality of education in public universities and there was no difference between the opinions of male and female employees' members regarding the degree to which TETFund support for training impacted on the quality of education in universities.

Recommendations

In the view of findings and conclusion of the study, the following recommendations were made:

1. The TETFund (Tertiary Education Trust Fund) sponsorship should be extended to lecturers in private and mission universities to ensure that quality education is not limited to public institutions alone, and to promote fairness and equality among educators by allowing lecturers in private universities to access the same educational resources and opportunities as their counterparts in public universities.
2. TETFund should implement a monitoring system to ensure that the beneficiaries of the sponsorship are conducting high-quality research and teaching pattern that will contribute to the country's economic and educational advancement.

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