

Tetfund Interventions On Administrative Functions and Academic Staff Development in The Management of Federal Universities in South East, Nigeria

Oguejiofor, Chidumebi Ngozi, PhD

Department of Educational Management and Policy, Faculty of Education, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria

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ABSTRACT: *This study investigated TETFund interventions on administrative functions and academic staff development in the management of Federal Universities in South East, Nigeria. Two research questions and two hypotheses guided the study. This study adopted a descriptive survey design. The population of this study comprised all the 231 staff from the five (5) federal universities in South East, Nigeria. This consisted of 16 staff in TETFund offices and 215 Heads of Departments in the five federal universities in South East, Nigeria. The entire population comprising 231 TETFund staff and Heads of Departments in the five federal universities in South East, Nigeria were used as the study sample purposively in this research. The instrument used in this study was questionnaire titled "TETFund Interventions on Administrative Functions and Academic Staff Development in the Management of Federal Universities' Questionnaire (TIAFASDMFUQ). The instrument was validated and the reliability of the instrument was established using Cronbach alpha to determine the internal consistency yielded an overall reliability index of 0.81. In analyzing the data, mean scores and standard deviation were used to answer the research questions. The t-test was used to test the hypotheses at a 0.05 level of significance. The findings revealed that, TETFund intervention had significant impact on the administrative functions for the management of federal universities in South East, Nigeria. TETFund intervention had significant impact on academic staff development for proper management of federal universities in South East, Nigeria. TETFund intervention had significant impact on research developments for the management of federal universities in South East, Nigeria. Based on the findings, the researcher recommended among others that, Government through TETFund intervention should ensure that funds released for smooth running of administrative functions in federal universities in South East, Nigeria. TETFund should intervene in providing grants for academic staff development for conference participation (International and National), and publications in federal universities in South East, Nigeria.*

KEYWORDS: TETFund, Administrative Functions, Academic Staff Development and Management of Federal Universities

INTRODUCTION

Management in education refers to a process of making use of the available resources towards the achievement of educational goals and objectives. Oragwu and Nwabueze (2019) stated that resources are stock or supplies of money, materials, staff and other assets that can be drawn by a person or an organization to function efficiently and effectively for university benefits. Management of university resources could be the systematic coordination of available resources (human, material, time, energy and funds) in the university through proper organization for quality teaching and learning geared towards the actualization of institutional set goals and objectives (Nwabueze, 2017). It is a distinct process consisting of activities such as planning, organizing, actuating and controlling of educational resources aimed at actualizing individual growth and institutional development. University management plays a vital role in fostering social cohesion, reducing inequalities and raising the level of knowledge, skills and competences in society. It is the initiative by university managers and administrators to properly and effectively attend to the concerns, queries, proposals, grievances and feedbacks of students, academic and non-academic staff promptly for improved productivity (Kpokpo, 2018). Hence, management of university resources is a process demanding the performance of specific functions required for quality outputs from university institutions.

University institution appears to be the life wire of human capital development of every nation for global competitiveness and therefore, needs proper management of its resources. It is obvious that proper management of human, material, time, energy and financial resources would improve the academic staff productivity and students' learning outcomes from the system for global competitiveness (kpokpo, 2018). The universities are disposed to research, teaching and training of quality graduates for both the intermediate and higher education sectors, but the resources needed to achieve quality education seem to be poorly managed. The poor management of educational resources in the federal universities in South East, Nigeria seems to affect the academic programmes negatively. These poor management practices seem to create poor lecturers' attitude to work and managerial ineffectiveness in universities. Some of the administrative heads of these universities seem not to perform their duties as expected due to poor management of educational resources in the universities in South East leading to poor delivery of instructions to the students, which negatively affect their academic productivity. These could equally be as a result of poor condition of service and administrative heads' ineffectiveness in the performance of their duties. The unavailability and poor utilization of these educational resources in universities in South East, Nigeria had really affected the university administrative functions, academic instructions and students' achievements, which calls for the assistance of TETFund in the management of universities in South East (Ukala & Nwabueze, 2014). These setbacks made the Nigeria Government to establish an intervention agency known as 'Tertiary Education Trust Fund

(TETFund)' to assist tertiary institutions in Nigeria to manage educational resources properly for quality education delivery.

TETFund however, was introduced in Nigeria to support the students and academic staff in knowledge building through fund generation and disbursement for knowledge management, skill acquisition through research and development programmes (Federal Republic of Nigeria, 2011). The major areas in universities where TETFund assistance are needed in the management of universities include: academic staff management, infrastructural management, students' management, and financial management (Ukala & Nwabueze, 2014). In university system, academic staff implement the academic programmes, solve academic problems, and cope with their own individual needs and that of the society for global competitiveness with proper intervention by TETFund. Academic staff of universities with the assistance of TETFund promote effective instructional transactions from the domain of teaching, research and learning through creative ideas, participation and cooperative learning, research development, analysis and critical thinking, problem solving, innovation and encouragement of creative and divergent thinking with appropriate time management practices for quality outputs (Madumere-Obike, Ukala & Nwabueze, 2013). Hence, the contributions and impact of TETFUND to universities for research and global development include: the provision of buses to convey staff/students for lectures, building hostels for students, building classroom blocks for teaching/learning, provision of funds for school development.

Submission should be made to the Fund not later than two (2) months to the time of commencement of the programme. The allocation of a particular year should be accessed with a maximum number of three (3) different submissions to mop-up the funds allocated to the beneficiary institution. All submissions should be made in both hard and soft copies. The soft copies should be Excel format and submitted in a new flash drive.

However, TETFund as an intervention agency was established and empowered to help government check the problems of underfunding, as well create positive impact on the development of universities in South East, Nigeria. This is because underfunding had created serious problems in universities, though the federal government through the National University Commission has continuously directed all federal universities to explore ways of generating revenue internally such that the managements would not have to look up to the government for financial needs. It then therefore, means that TETFund was created to intervene and salvage the image of federal universities in the country, as well make positive impacts on university management. Since the passage of the bill into law in 2011, TETFUND has ensured that its implementation is robust with glaring successes recorded (Ogulana & Amadi, 2012). The implementation of the new Act, which gave birth to the TETFUND has ensured that funding is available for designated intervention projects in all beneficiary institutions within the mandate of the Fund. The result of this effort

made some few Nigerian Universities to break into the top 100 ranked Universities in Africa (Ukala & Nwabueze, 2014).

It has been the objective of TETFund to ensure that funds generated are spent on education to improve its quality and development for global competitiveness through training and development. This implies that, Staff training and development is the key to achieving organizational success and corporate development. Training and development programmes improve employees' skills and performance at work place, enhance their technical knowledge wherewithal to withstand the challenges of contemporary times, thus effective tools for sustaining and enhancing workers' productivity in the organization (Halidu, 2015). Training and development is the process that enable organizational members to acquire knowledge and skills they need to perform their jobs effectively, take up new responsibilities and adapt to changing circumstances (Nwabueze & Onyenandu, 2015). Through TETFund initiatives, educational facilities and infrastructural development are improved; and new methods of educational learning and services are innovated (Abubakar, Musa & Muhammad, 2019).

Hence, with the effort of TETFund to improve access to quality education, it had sponsored over 26,840 academic staff who benefitted from staff training and development with some of them studying outside Nigeria and over 1,101 presidential scholarships awarded to graduates for innovation and development to study in 25 top universities in the world (Nagbi & Micah, 2019). Amongst TETFUND achievements include over 89 academic journal publications and 46 manuscript developments (Abubakar, Musa & Muhammad, 2019). According to Abubakar, Musa and Muhammad (2019), N3billion seed grant was set aside to serve as research fund to encourage institution-based research. Also, over 5, 999 conference attendances where academic staff are sponsored to various places in the world for interaction with other colleagues to gain ideas and bring these ideas back home had been sponsored by TETFund (Larry & Joseph, 2014). The fund availability for projects goes 2:1:1 ratio for universities, polytechnics and colleges of education respectively (TETFund, 2012). So, some successes have been made with regard to tertiary fund intervention while there are also, some problems and challenges.

Ukala and Nwabueze (2014) state that, the contributions of TETFUND to universities for research and global development include: the provision of buses to convey staff/students for lectures, building hostels for students, building classroom blocks for teaching/learning, provision of funds for school development, and provision of learning materials/equipment to schools. The school buses provided are used to convey staff/students within and outside the school for academic activities, hostels provided for students are used for accommodation, classroom blocks are used for teaching/learning/examination, funds provided by TETFUND are used for school development, and learning materials/equipment provided by TETFUND are used for creativity and capacity building (Aprebo & Onyeike, 2018). The challenges inhibiting the proper management of TETFUNIJ contributions towards higher institution development include: Mismanagement of

funds provided by TETFUND for institutional development, Diversion facilities provided by TETFUND into private use, Poor management of educational facilities by students provided by TETFUND, and Poor maintenance of the educational facilities provided by TETFUND (Ukala & Nwabueze, 2014).

According to Aprebo and Onyeike (2018), TETFUND intervention was utilized for library improvement by Universities in Rivers and Bayelsa States. The results from the study therefore indicated that the University libraries in the two states utilized TETFUND intervention funds in improving virtual status of the libraries and resources acquisition. TETFUND reported that between 2001 to 2013, it had allocated Twenty-Three Billion, Eight Hundred and Forty-Two Million, Seven Hundred and Ninety-One Thousand, One Hundred and Seventy-Six Naira, Fifty-Seven Kobo (N23, 842,791,176.57k) for library development in public tertiary institutions across the country. Out of this sum, TETFUND said that a total of Nine Billion, Six Hundred and Thirty-Seven Million, Two Hundred and Ninety-Six Thousand, Five Hundred and Eighty-Nine Naira, Fifty-One Kobo (N9,637,296,589.51k) had been accessed as at August 2014 (TETFund, 2017). This means that a balance of Fourteen Billion, Two Hundred and Five Million, Four Hundred and Ninety-Four Thousand, Five Hundred and Eighty-Seven Naira, Six Kobo (N14,205, 494,587. 06k) are yet to be accessed. Therefore, less than 50% of the allocated sum was accessed. This will certainly affect the purpose of the intervention and efforts should be made to clear this balance. Considering the mind-weakening revelations of the state of tertiary institutions in the country, the interventions offered by TETFund proves to be insufficient to sustain the Nigerian tertiary institutions and in particular technical and vocational education programmes (Ajigo & David, 2018).

Statement of the Problem

Despite some successes made by TETFund to enhance the delivery of quality education in Nigeria, universities in South East, Nigeria are facing problems and challenges that require TETFund interventions. Universities in South East, Nigeria are still facing problems and challenges in assessing the funds generated through TETFund interventions for institutional development and global competitiveness. These universities have been complaining of poor infrastructural resources which had affect the building of knowledge and skills negatively; the lecturers seem not receive research grants expected of them for capacity building and development, and students are denied academic scholarships from TETFund interventions and management. This poor management of educational resources seems not to have changed much as there are still cases of inadequate classrooms, lecture halls, teaching aids, laboratories and equipment, the issues of poor capacity building through TETFund interventions, high turnover of workers and poor library development with recent textbooks. These and other problems in the management of educational resources for university growth in Nigeria have been the major source of industrial action (strike) in universities from time to time. However, the government and various stakeholders need to invest more in education since TETFund interventions on its own cannot solve the entire problems of tertiary

institutions within the feasible future. This may be because education tax is the only source of fund to the TETFund which is an intervention agency to assist Universities in South East, Nigeria with projects developments.

In spite of the establishment of TETFUND as an intervention agency to address some of the issues affecting the university system, there are still cases of continuous degradation of infrastructure, no adequate classroom for learning, no equipped library for research and lack of funding for staff training in South East, Nigeria. Could it be that, funds are not evenly distributed to universities in South East by TETFund or the funds distributed are not properly managed by university administrators? Poor management of fund disbursed to universities in South East will virtually affect the university administrative functions, academic instructions, research development and students' academic achievements. Based on the foregoing, the major areas in universities where TETFund assistance are needed in the management of universities include: administrative functions, academic staff management, physical infrastructural development, students' personnel management, and financial resource generation. However, poor management of funds distributed to universities by TETFund affects quality of teaching and learning in the institutions as well as research, which is the engine for societal growth and development. Inadequate funding had resulted to poor infrastructural facilities, teaching/learning facilities; library, research growth, human resource development. Hence, the need for TETFund intervention on the management of Federal Universities in South East, Nigeria has become very significant.

Purpose of the Study

1. ascertain the impact of TETFund intervention on administrative functions for the management of federal universities in South East, Nigeria;
2. find out the impact of TETFund intervention on academic staff development for the management of federal universities in South East, Nigeria;

Research Questions

The following research questions were answered in this study.

1. What is the impact of TETFund intervention on the administrative functions for the management of federal universities in South East, Nigeria?
2. What is the impact of TETFund intervention on academic staff development for the management of federal universities in South East, Nigeria?

Hypotheses

The following null hypotheses were tested at a 0.05 level of significance.

1. There is no significant difference between the mean scores of TETFund staff and heads of departments on the impact of TETFund intervention on administrative functions for the management of federal universities in South East, Nigeria.

2. There is no significant difference between the mean scores of TETFund staff and heads of departments on the impact of TETFund intervention on academic staff development for the management of federal universities in South East, Nigeria.

METHODS

This study adopted a descriptive survey design. The population of this study comprised all the 231 staff from the five (5) federal universities in South East, Nigeria. This consisted of 16 staff in TETFund offices and 215 Heads of Departments in the five federal universities in South East, Nigeria. The entire population comprising 231 TETFund staff and Heads of Departments in the five federal universities in South East, Nigeria were used as the study sample purposively in this research. The instrument used in this study was a questionnaire titled “TETFund Interventions on Administrative Functions and Academic Staff Development in the Management of Federal Universities’ Questionnaire (TIAFASDMFUQ) with 20 items. The instrument was structured using four-point response options of Strongly Agree, Agree, Disagree and Strongly Disagree respectively. The instrument was validated and the reliability of the instrument was established using Cronbach alpha to determine the internal consistency yielded an overall reliability index of 0.81. In analyzing the data, mean scores and standard deviation were used to answer the research questions. The t-test was used to test the hypotheses at a 0.05 level of significance.

RESULTS

This chapter presents the results by answering six research questions and testing six hypotheses at a 0.05 level of significance. The summary of findings was equally presented.

Research Question One: What is the impact of TETFund intervention on the administrative functions for the management of federal universities in South East, Nigeria?

Table 1: Mean scores and Standard Deviation of TETFund Staff and Heads of Departments on the Impact of TETFund Intervention on the Administrative Functions for the Management of Federal Universities

S/N	Impact of TETFund Intervention on the Administrative Functions for the Management of Federal Universities include:	TETFund Staff (16)		HODs (215)		Decision
		Mean	St.D	Mean	St.D	
1	Liaising with university administration for the provision of academic growth	3.13	1.72	3.21	0.46	Agreed
2	Working with university administration for administrative effectiveness	3.38	1.66	3.30	0.46	Agreed
3	Liaising with university administration for project facilitation	3.13	1.72	3.33	0.46	Agreed
4	Monitoring university project development for improved productivity	3.06	1.74	3.33	0.46	Agreed

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5	Ensuring university project execution through proper supervision	3.19	1.70	3.38	0.45	Agreed
6	Ensuring that quality projects are executed in universities for improved productivity	3.44	1.64	3.35	0.45	Agreed
7	Maintaining standards in the allocation of TETFund resources to universities for administrative effectiveness	3.25	1.69	3.37	0.45	Agreed
8	Maintaining high level of cooperation between TETFUND and benefiting institutions for research growth	3.19	1.70	3.35	0.46	Agreed
9	Establishing TETFUND Units in Universities to sustain the management of educational resources	3.44	1.64	3.41	0.45	Agreed
10	Reviewing all projects allocated to every university institution for academic building	3.06	1.74	3.21	0.46	Agreed
11	Ensuring accountability and transparency in all activities allocated to universities for institutional development	3.38	1.66	3.26	0.46	Agreed
Aggregate Mean scores		3.24	1.69	3.32	0.46	Agreed

Data on Table 1 present the mean scores and standard deviation of TETFund Staff and Heads of Departments on the Impact of TETFund Intervention on the Administrative Functions for the Management of Federal Universities. The respondents agreed on all the items presented in the table with high mean scores above the mean criterion of 2.50. From the analysis, it was indicated that the higher the mean score, the lower the standard deviation and vis-à-vis.

The aggregate mean scores of 3.24 and 3.32 for TETFund Staff and Heads of Departments indicated that, they agreed on the items in the Table. Therefore, the Impact of TETFund intervention on the administrative functions for the management of federal universities include: liaising with university administration for the provision of academic growth, working with university administration for administrative effectiveness, liaising with university administration for project facilitation, monitoring university project development for improved productivity, ensuring university project execution through proper supervision, and ensuring that quality projects are executed in universities for improved productivity. Others include: maintaining standards in the allocation of TETFund resources to universities for administrative effectiveness, maintaining high level of cooperation between TETFUND and benefiting institutions for research growth, establishing TETFUND Units in Universities to sustain the management of educational resources, reviewing all projects allocated to every university institution for academic building, and ensuring accountability and transparency in all activities allocated to universities for institutional development.

Research Question Two: What is the impact of TETFund intervention on academic staff development for the management of federal universities in South East, Nigeria?

Table 2: Mean scores and Standard Deviation of TETFund Staff and Heads of Departments on the Impact of TETFund Intervention on academic staff development for the management of federal universities

S/N	Impact of TETFund Intervention on academic staff development for the management of federal universities include:	TETFund Staff (16)		HODs (215)		Decision
		Mean	St.D	Mean	St.D	
12	Assisting academic staff of universities in in-service training for knowledge building	3.00	1.75	3.44	0.45	Agreed
13	Assisting academic staff of universities in short-term training in foreign countries for knowledge upgrade	3.06	1.74	3.44	0.45	Agreed
14	Substituting cost of self-developmental efforts by academic staff for institutional growth	3.44	1.64	3.42	0.45	Agreed
15	Supporting academic staff in part-time further studies for skill acquisition	3.63	1.59	3.33	0.46	Agreed
16	Assisting academic staff of universities in full-time further studies for knowledge creativity	3.50	1.63	3.42	0.45	Agreed
17	Supporting academic staff of universities in staff exchange programmes for improved productivity	3.50	1.63	3.40	0.45	Agreed
18	Giving research grants to academic staff of universities for knowledge building	3.38	1.64	3.54	0.44	Agreed
19	Rewarding academic staff for exceptional performance to encourage them to do more jobs	3.69	1.58	3.45	0.45	Agreed
20	Involving academic staff in knowledge building projects to improve their task performance	3.56	1.61	3.47	0.45	Agreed
Aggregate Mean scores		3.42	1.65	3.43	0.45	Agreed

Data on Table 2 present the mean scores and standard deviation of TETFund Staff and Heads of Departments on the Impact of TETFund Intervention on academic staff development for the management of federal universities in South East, Nigeria. The respondents agreed on all the items presented in the table with high mean scores above the mean criterion of 2.50. From the analysis, it was indicated that the higher the mean score, the lower the standard deviation and vis-à-vis.

The aggregate mean scores of 3.42 and 3.43 for TETFund Staff and Heads of Departments indicated that, they agreed on the items in the Table. Therefore, the Impact of TETFund intervention on academic staff development for the management of federal universities include: assisting academic staff of universities in in-service training for knowledge building, assisting academic staff of universities in short-term training in foreign countries for knowledge upgrade, substituting cost of self-developmental efforts by academic staff for institutional growth, supporting academic staff in part-time further studies for skill acquisition, assisting academic staff of universities in full-time further studies for knowledge creativity, supporting academic staff of universities in staff exchange programmes for improved productivity, giving research grants to academic staff of universities for knowledge building, rewarding academic staff for exceptional

performance to encourage them to do more jobs, and involving academic staff in knowledge building projects to improve their task performance.

Ho1: There is no significant difference between the mean scores of TETFund staff and heads of departments on the impact of TETFund intervention on administrative functions for the management of federal universities in South East, Nigeria.

Table 3: Summary of t-test analysis on the difference between the mean scores of TETFund staff and heads of departments on the impact of TETFund intervention on administrative functions for the management of federal universities

Staff	N	Mean	St.D	df	t-calculated value	t-critical value	Decision
TETFund	16	3.24	1.69	229	- 0.189	±2.00	Accept Ho1
HODs	215	3.32	0.46				

N/B: Significant Value = 0.05; df = degree of freedom; N = Number of Sampled Staff; St.D = Standard Deviation

Data presented on Table 3 showed the summary of t-test analysis on the difference between the mean scores of TETFund staff and heads of departments on the impact of TETFund intervention on administrative functions for the management of federal universities. The null hypothesis was accepted because the t-calculated value of - 0.189 is less than the t-critical value of ±2.00 at 229 degree of freedom and 0.05 level of significance. This implies that, there is no significant difference between the mean scores of TETFund staff and heads of departments on the impact of TETFund intervention on administrative functions for the management of federal universities in South East, Nigeria.

Ho2: There is no significant difference between the mean scores of TETFund staff and heads of departments on the impact of TETFund intervention on academic staff development for the management of federal universities in South East, Nigeria.

Table 4: Summary of t-test analysis on the difference between the mean scores of TETFund staff and heads of departments on the impact of TETFund intervention on academic staff development for the management of federal universities

Staff	N	Mean	St.D	df	t-calculated value	t-critical value	Decision
TETFund	16	3.42	1.65	229	0.024	±2.00	Accept Ho1
HODs	215	3.43	0.45				

Data presented on Table 4 showed the summary of t-test analysis on the difference between the mean scores of TETFund staff and heads of departments on the impact of TETFund intervention on academic staff development for the management of federal universities in South East, Nigeria. The null hypothesis was accepted because the t-calculated value of - 0.024 is less than the t-critical value of ± 2.00 at 229 degree of freedom and 0.05 level of significance. This implies that, there is no significant difference between the mean scores of TETFund staff and heads of departments on the impact of TETFund intervention on academic staff development for the management of federal universities in South East, Nigeria.

Summary of Findings

The findings were summarized as follows:

1. TETFund intervention had significant impact on the administrative functions for the management of federal universities in South East, Nigeria. There is no significant difference between the mean scores of TETFund staff and heads of departments on the impact of TETFund intervention on administrative functions for the management of federal universities in South East, Nigeria.
2. TETFund intervention had significant impact on academic staff development for proper management of federal universities in South East, Nigeria. There is no significant difference between the mean scores of TETFund staff and heads of departments on the impact of TETFund intervention on academic staff development for the management of federal universities in South East, Nigeria.

DISCUSSION OF FINDINGS

Impact of TETFund intervention on the administrative functions:

The findings of this study revealed that, the Impact of TETFund intervention on the administrative functions for the management of federal universities include: liaising with university administration for the provision of academic growth, working with university administration for administrative effectiveness, liaising with university administration for project facilitation, monitoring university project development for improved productivity, ensuring university project execution through proper supervision, and ensuring that quality projects are executed in universities for improved productivity. Others include: maintaining standards in the allocation of TETFund resources to universities for administrative effectiveness, maintaining high level of cooperation between TETFUND and benefiting institutions for research growth, establishing TETFUND Units in Universities to sustain the management of educational resources, reviewing all projects allocated to every university institution for academic building, and ensuring accountability and transparency in all activities allocated to universities for institutional development. The test of hypothesis one showed that, there is no significant difference between the mean scores of TETFund staff and heads of departments on the impact of TETFund intervention on administrative functions for the management of federal universities in South East,

Nigeria. However, both the TETFund staff and heads of department agreed that TETFund intervention has impact on the administrative functions in the management of federal universities.

This is not surprising as TETFund has made funds available to Federal Universities to raise administrative buildings and procure facilities needed for smooth management of the institutions. Through TETFund initiatives, administrative functions such as managing educational facilities, infrastructural development, academic building, new methods of educational learning and services are improved and innovated. In line with the findings, Adavbiele (2016) revealed that TETFund maintains effective internal control mechanism for proper administration of educational institutions. Okorie (2016) revealed that, there was a significant difference between the mean ratings of male and female staff of federal college of education on the sustenance of administrative effectiveness. Nagbi and Micah (2019) revealed a positive and significant relationship with staff training. However, Tertiary trust fund positively correlated with project development, research & journal publications and library development.

Impact of TETFund intervention on academic staff development:

The findings of this study also revealed that, the Impact of TETFund intervention on academic staff development for the management of federal universities include: assisting academic staff of universities in in-service training for knowledge building, assisting academic staff of universities in short-term training in foreign countries for knowledge upgrade, substituting cost of self-developmental efforts by academic staff for institutional growth, supporting academic staff in part-time further studies for skill acquisition, assisting academic staff of universities in full-time further studies for knowledge creativity, supporting academic staff of universities in staff exchange programmes for improved productivity, giving research grants to academic staff of universities for knowledge building, rewarding academic staff for exceptional performance to encourage them to do more jobs, and involving academic staff in knowledge building projects to improve their task performance. The test of hypothesis two had shown that, there is no significant difference between the mean scores of TETFund staff and heads of departments on the impact of TETFund intervention on academic staff development for the management of federal universities in South East, Nigeria. Both TETFund staff and heads of departments agreed that, TETFund intervention on academic staff development improves knowledge sharing and building for the management of federal universities.

This finding is not surprising, because TETFund has her own staff in universities who monitor how the funds made available to academic staff of the universities were spent. At times, they liaise with the University Vice Chancellors or those assigned to do so to assess how staff sponsored for in-service training in Nigeria or short-term in-service training in oversea countries have spent the funds made available to them. Results of the interview with some staff showed that staff in the sciences, agriculture, pharmacy and education indicated that they have benefited from TETFund intervention.

Therefore, there is need for TETFund intervention on academic staff development to improve their involvement in knowledge creation and academic productivity in the management of federal universities. In line with the findings, Aminu and Aminu (2018) revealed that, the research grant given to academic staff of universities through TETFund intervention had significant positive effect on the performance of academic staff in terms of research output. Therefore, TETFUND interventions in universities on the provision of research grants assist the academic staff on regular basis for improved productivity. Abubakar, Musa and Muhammad (2019) found that TETFund intervention on staff training and development has led to acquisition of higher degrees by many staff of the Tertiary institutions through TETFund support on conference attendance to enable staff learn and update their skills. Nwaogwugwu and Nwaogwugwu (2020) showed that TETFund intervention plays a significant role in capacity building of academic staff, and this has significantly assisted academic staff in discharging their duties in public universities in South-East, Nigeria. Staff training and development is the key to achieving organizational success and corporate development. Nwabueze and Onyenandu (2015) stated that training and development is the process that enables organizational members to acquire knowledge and skills they need to perform their jobs effectively, take up new responsibilities and adapt to changing circumstances.

CONCLUSION

Based on the findings, the study concluded that TETFund intervention agency had been a building block in the development of tertiary institutions in Nigeria. However, the Intervention on the management of federal universities in South East, Nigeria by TETFund have brought about positive changes in the institutions. These positive changes may be seen as th acquisition of higher qualifications by staff for better productivity, improvement of teaching and learning processes for knowledge updates and skills acquisitions through conference attendance and become more professional in their respective area of specialization at various institutions in South East, Nigeria. Equally, the physical infrastructural facilities had been found to be in place in tertiary institutions in Nigeria by TETFund.

Recommendations

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

1. Government through TETFund intervention should ensure that funds released for smooth running of administrative functions in federal universities in South East, Nigeria.
2. TETFund should intervene in providing grants for academic staff development for conference participation (International and National), and publications in federal universities in South East, Nigeria.

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