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ASSESSING THE EFFECTS OF TETFUND STAFF DEVELOPMENT INTERVENTION ON EMPLOYEE PERFORMANCE IN SOME SELECTED HIGHER INSTITUTIONS OF LEARNING IN GOMBE STATE, NIGERIA

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Abstract

This research looks into how the Tertiary Education Trust Fund (TETFUND) intervention affected staff development and training initiatives, and how that affected worker performance in a few chosen educational institutions in the Nigerian state of Gombe. The study uses a mixed-methods approach to look at quantitative data on employee performance metrics, staff training attendance, and TETFUND money in addition to qualitative interviews with important stakeholders. Initial results point to a favorable relationship between employee performance and training sponsored by TETFUND; nevertheless, issues with programme design, resource use, and impact assessment still need to be resolved. The study [redacted] emphasizes that in order to maximize TETFUND's influence on staff development and institutional efficacy, it is crucial to implement needs-based training, focused interventions, and strong evaluation procedures. The results help trainers, administrators, and policymakers make the most of TETFUND resources to provide high-

Key words:
TETFUND, Staff Training, Development, Employee Performance, Higher Education, Gombe State.

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quality higher education in Gombe state and beyond.

Introduction

Staff development is a crucial process for organizations to train and enhance their employees, aiming to improve service delivery, job satisfaction, and career growth. It involves activities that help employees develop new competencies and skills to support the organization's goals. Investing time, effort, and financing in employee development can lead to benefits such as better handling unexpected challenges, a more motivated workforce, improved performance and productivity, attraction of new employees, and a sense of purpose for career growth. Various methods and approaches can be used, including technical skills, leadership development, analytical expertise, and organizational skills like time management and prioritization. A well-thought-out employee development strategy can lead to a win-win situation for all parties involved. (Maimuna & Rashad, 2013)

The Tertiary Education Trust Fund (TETFUND) was formed by an Act of the National Assembly in June 2011. The Education Tax Fund Act was superseded by the Act, which was contained in the Education Tax Fund (Amendment) Act No. 17, 2003, and the E4 Laws of the Federation of Nigeria (2004). In accordance with the Act, universities, polytechnics, and colleges of education in Nigeria are considered public tertiary educational institutions. The TETFUND was established to oversee and distribute education tax receipts to these institutions (TETFUND, 2017). It is an intervention organization created to give public higher education institutions additional support. "To provide funding for the provision and maintenance of the following: (a) essential physical infrastructure for teaching and learning; (b) instructional material and equipment; (c) research and publication; (d) academic staff training and development; and (e) any other need that, in the opinion of the Board of Trustees, is critical and essential for the improvement of quality and maintenance of standards in the higher educational institutions" is the Fund's stated mission, as outlined in Section 6 of the TETFUND Act (TETFUND, 2017).

Tetfund derives its funding from a 2% education tax paid from the assessable profit of companies registered in Nigeria. The Federal Inland Revenue Service (FIRS) assesses and collects the tax on behalf of the agency. The Enabling Act Establishing the Fund prescribes the distribution of the funds in the ratio 2:1:1,

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respectively, to universities, polytechnics, and colleges of education (COEs) (Tetfund, 2017).

The Tertiary Education Trust Fund (TETFUND) in Nigeria has led the charge in initiatives to raise tertiary institution graduation rates. The TETFUND has carried out a number of initiatives to raise the caliber of instruction provided in these establishments. These interventions aim to address a number of issues related to the delivery of education, including as staff development, research funding, curriculum design, and infrastructure development.

The Staff training and Development Program is one of the main initiatives of the TETFUND. Staff members in postsecondary institutions, both academic and nonacademic, are the target audience for this program. The program's objective is to increase these employees' capacity, which will enhance their output. The program offers a range of activities, including conferences, seminars, training sessions, and study leave benefits for postgraduate education. The purpose of these events is to provide the personnel with the information and abilities they need to carry out their duties more successfully.

There is a lack of empirical research assessing the effects of the Staff training and Development Programs and other interventions funded by the TETFUND on staff performance, notwithstanding their deployment. This is especially true for the universities, polytechnics and colleges in Nigeria's Gombe State. Further investigation is necessary to evaluate the efficacy of these treatments in enhancing employee performance within these establishments. Such studies would pinpoint areas in need of additional development and offer insightful information about the interventions' effectiveness. Additionally, it will add to the body of research regarding employee performance and staff development in the context of Nigerian tertiary education.

STATEMENT OF THE PROBLEM

In Gombe State, Nigeria, some higher institutions are experiencing low staff performance, resulting from factors such as inadequate training, lack of motivation, and poor working conditions. This lack of innovation, reflected in outdated teaching methods and reluctance to adopt new technologies, is also a concern. Poor service delivery, such as delays in administrative processes and poor communication with students, can negatively impact the overall student experience and the institution's reputation. The Tertiary Education Trust Fund (TETFUND) has implemented staff training and development interventions to

improve staff performance, but their effectiveness is questionable. A comprehensive assessment of the TETFUND's impact on employee performance in Gombe State is needed to identify areas for improvement and contribute to the knowledge on staff performance.

OBJECTIVE OF STUDY

The broad objective of this study is to assess the impacts TETFUND intervention on employee performance in higher institution inGombe state. The specific objectives are:

1. To examine the effect of TETFUND intervention on conferences/workshops attendance on staff performances.
2. To assess impact of TETFUND scholarship on staff development.
3. To evaluate the of impact of institutional base research on staff development.

LITERATURE REVIEW

Effective training and development significantly impact employee performance by enhancing skills, increasing confidence, preparing employees for changes and challenges, improving productivity and efficiency, retaining talent, and contributing to organizational success. Training programs equip employees with new technical, interpersonal, or leadership-related skills, providing opportunities for continuous learning and knowledge acquisition. This leads to increased confidence, motivation, adaptability, resilience, and retention, ultimately contributing to the organization's success. Investing in staff development is essential for sustained organizational excellence and competitiveness. (Khawaja & Nadeem, 2013)

Training and development of employees is also crucial for improving productivity and enhancing the prosperity of countries. A well-designed employee development strategy can create a motivated workforce, attract new employees, improve loyalty, and create a sense of purpose for career growth. A skilled workforce can eliminate inequalities and create equal education and labor opportunities across gender, race, age, and ethnicities, leading to a more valuable economy. (Maimuna & Rashad, 2013)

Therefore, Staff development has a favorable impact on employees' performance at higher education institutions by augmenting their human capital through different developmental programs but Limited staff training can negatively impact

performance, leading to outdated practices and inefficiencies. Staggered skills can jeopardize innovation and knowledge in higher education institutions. (Abdul & Aamer, 2011)

In Nigeria, higher institutions learning are facing inadequate funding, affecting teaching and research. Factors preventing adequate funding include shortfalls in national revenue, corruption, poor implementation of the National Policy on Education, insecurity problems, poor internally generated revenue, inadequate academic staff, and poor capacity-building programs. (Ekundayo & Ajayi, 2009)

In attempt to address issues affecting educational institutions in Nigeria, The federal government introducedthe Tertiary Education Trust Fund (TETFUND) to address human capacity building for academic staff in public tertiary institutions. TETFUND intervention improved the competence of academic staff, enabling them to acquire more knowledge and skills, and face competitive teaching and research Thus, there is limited information on the impact of TETFUND intervention on non-academic staff. Despite this, it is reasonable to assume that the positive impact of TETFUND intervention would extend to non-academic staff. (Emmanuel & John-Mary, 2023)

THEORITICAL REVIEW

According to the investment theory, investing in training is like making an investment in technology or equipment, it's a smart allocation of resources in human capital. Organizations expect improved productivity, more efficiency, and better employee performance in this setting as a return on investment. The theory supports the notion that investments in training should pay off in a way that makes the organization more successful and grows overall.

According to Performance Management Theory, training is essential because it helps employees become more capable, fits in with organizational goals, and advances personal growth plans. This theory emphasizes how important well thought-out training programs are in providing workers with the skills and information they need to accomplish their goals and contribute to the overall success of the organization.

Since performance management theory is relevant to the study, it will be used as the theoretical foundation for this work. This is because the theory highlights how crucial well-thought-out training programs are in developing employees' skills, assisting them in achieving organizational objectives, and encouraging personal development plans.

EMPERICAL REVIEW

The study "The impact of training on academic staff in federal universities in North-Central Nigeria". The research found that training positively impacts pedagogical skills, research skills, and community service skills. The authors recommend that tertiary institutions managers should encourage staff participation in workshops, seminars, and conferences to improve the quality of education and research in Nigeria. The study suggests that such an environment can lead to better academic performance and overall success in Nigeria's universities.

Another research by Muhammed Modibbo Buba et al. "Impact of staff development programmes on job performance of business education lecturers in tertiary institutions in Adamawa state, Nigeria" found a positive correlation between staff development programs and the job performance of business education lecturers in Adamawa state, Nigeria. The research identified areas where these programs improved performance, including enhanced knowledge and skills, improved teaching methods, increased research productivity, and job satisfaction. The authors recommend increased investment in staff development programs, conducting regular needs assessments, using diverse training methods, partnering with external institutions, and regularly monitoring and evaluating their effectiveness.

The article "Inefficiency among Non-Academic Staffs in Nigerian Tertiary Institutions: The Role of Training and Development" highlights the issue of inefficiency among non-academic staff in Nigerian tertiary institutions, which affects service delivery and the academic environment. Factors contributing to inefficiency include inadequate training and development, poor recruitment and selection processes, lack of performance management, low salaries, poor working conditions, and limited career development opportunities. Effective training and development programs can address inefficiency by enhancing job skills, problem-solving abilities, communication, collaboration, motivation, and service delivery. Nigerian tertiary institutions should conduct regular needs assessments, develop relevant training programs, invest in qualified trainers, encourage active participation, and regularly assess program effectiveness.

While empirical studies on employee performance and staff development in Nigerian higher education institutions offer valuable insights, they also highlight flaws and research gaps that require more investigation to increase worker

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productivity, competence and competitiveness while achieving organizational success.

METHODOLOGY

Research Design

Research design which is like a glue that holds research together which is use to structure research and shows how the major part are connected to one another. There are various forms of research design but this present study adopted descriptive survey design. Under this type of design, the study's data is collected at a point in time from the sample selected to describe a large population.

Population of the Study.

The population of the study is made up of academic staff of the selected tertiary institutions in Gombe state. The selected tertiary institutions are: Gombe state university, Federal College of Education (Technical) Gombe and Gombe state Polytechnic Bajoga. The population of the study therefore is 1,121 according to the establishment unit of the institutions. A breakdown of the population of the selected institutions is presented in the table 1 below.

Table 1: Study population

Institution	Number of Academic staff
1. **Gombe State University**	584
2. **Federal College of Education (T) Gombe**	461
3. **Gombe state Polytechnic Bajoga**	76

Source: Establishment units of the respective institutions

Sampling Technique and sample size

The study adopted a random sampling technique, where in each of the selected institutions academic staffs were randomly drawn. The sample size was arrived at using Krejcie and Morgan Table o sample size determination. Based on the Krejcie and Morgan table the sample size of the current study is 291 given a population of 1,121.

Type of Data and instrument of Data Collection

The data used for this current study is primary in nature. A primary data is a type of data that is collected by the researcher himself for a specific research purpose. On the other hand, the instrument that was deployed in collecting data for the study is closed ended questionnaire design to elicit information from respondents on the effects of TETFund interventions on their development. The questionnaire

consists of two parts where section 1 collects information on the demographic characteristics of the respondents while section 2 of the questionnaire is in the form of five-point Likert scale. The scale was given (1=Strongly Disagree), (2 = Disagree), (3 = Undecided), (4 = Agree) and (5 = Strongly Agree).

METHOD OF DATA ANALYSIS

In order to test the research hypothesis, a multiple regression analysis was adopted. A multiple regression is used to explore the effects of independent variables (Scholarship, Conference and Institutional Based research) on the dependent variable (academic staff development). The model that captures the relationship between dependent and independent variables is presented in equation 1 below.

$ACSD = \beta_0 + \beta_1 SCHP + \beta_2 CONF + \beta_3 IBRC + \varepsilon$……(1).

ACSD = Academic Staff Development

SCHP = Scholarship

CONF = Conference

IBRC = Institutional Based Research

B0, β1, β2 and β3 are the parameters to be estimated, while ε is the error term.

RESULT AND DISCUSSION

The study conducted both descriptive and inferential statistics. The demographic information of the respondents is summarized in the table 2 below.

Table 2: Demographic Characteristics

Age	**Frequency**	Percentage (%)
20-30	26	9.4
31-40	115	41.7
41-50	85	30.8
Above 51	50	18.1
Gender of the respondent	**Frequency**	**Percentage**
Male	220	79.7
Female	55	19.9
Highest Qualification	**Frequency**	**Percentage**
Bachelor's Degree	138	50
Master's Degree	97	35
PhD	41	15

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Working Experience	**Frequency**	**Percentage**
< 5 Years	49	17.8
6 – 15 years	96	34.8
16 – 25 Years	93	33.7
26 years and above	38	13.8
Marital Status	**Frequency**	**Percentage**
Single	55	19.9
Married	168	60.9
Divorced	33	12
Widowed	20	7.2

Field Survey, 2023.

Based on the result in table 2 above, majority of the respondent fall within the age bracket of 31-40 years which represent 41.7% of the total respondents and this is followed by 41-50 years which represents30.8% and the least in age is 20-30 which is 9.4%. Majority of the respondents were found to be of male gender representing 79.7% while female constitutes only 19.9% of the respondents. The respondents with Bachelor's degree represent the highest percentage taking 50% this is followed by those with Masters degree constituting 35% while those with PhD takes only 15%. In terms of working experience those with 6 -15 years of working experience which represent 34.8 and the least category in terms of experience are those 26 years and above of experience. The result also shows that married respondent is the largest in terms of marital status representing 60.9% while the least category of respondents in terms of marital status is Widowed constituting only 7.2%.

Regression analysis on the effects of TETFUND interventions on academic staff productivity

A regression analysis was conducted to find, how different intervention by the fund affected the development of academic staffs in the selected institutions. For this, the respondent's overall average score on staff development was the dependent variable while the scholarships, conference and institutional based research the independent variables. Thus, mean aggregate scores of different interventions by TETFund were regressed on the overall staff development.

Table 3: Summary of Regression Model

Model	R	R-Square	Adjusted R-Square	Std. Error of the Estimate	F-Statistics	sig
1	.349[a]	0.67	0.60	0.52793	8.900	0.000

a. Predictors: (Constant), Scholarship, Conference, Institutional Based Research
b. Dependent Variable: Academic staff Development

Based on the result of model summary in table 3 above, R square is 67% while adjusted R-Square is 60%, this means the coefficient of determination is 60 % which means sixty percent of variation in dependent variable (Academic Staff Development) is explained by independent variables (Conference, scholarship and IBR) while the remaining 40% of variation is explained by other variables not considered in the study. The overall model is fit as the probability of the F-statistics is significant (0.000). This is summarized in table 2 above.

Table 4: Regression coefficients
Dependent Variable: Academic Staff Development

Model	Unstandardized coefficients		Standardized coefficients	t	sig
	B	Std. Error	Beta		
(Constant)	1.186	0.192	---	6.165	0.000
Scholarship	0.026	0.089	0.192	3.296	0.013
Conference	0.187	0.075	0.213	2.502	0.046
Institutional Based Research	0.192	0.070	0.211	0.742	0.723

Source: Field survey 2023

Based on the result of the multiple regression analysis presented in the table above, it was found that two of the interventions (Scholarship and Conference attendance) have positive and statistically significant impact on the study's dependent variable which is academic staff performance in the selected institutions, while institutional based research intervention by fund was found to be statistically insignificant.

Scholarship as one of the major interventions of the fund has positive and statistically significant impact on academic staff development and based on the result in the table above, for every one unit increase in scholarship intervention by

the fund the academic staff performance increases by 19% holding other intervention constant. On the other hand, sponsorship of academic staff to national and international conferences by the TETFund has positive and statistically significant impact on the performance of academic staffs where for every one unit increase in conference sponsorship the development of academic staffs increases by 21% holding other interventions constant. Finally, as indicated by the result in the table above, institutional Based Research is not significant contributor to academic staff performance.

CONCLUSION AND RECOMMENDATIONS

The study suggested needs-based and targeted training, which focuses on identifying training shortages for various worker groups. cooperation and information exchange, which promotes inter-institutional cooperation and maximizes the use of resources. Utilizing interactive simulations, blended learning methods, and online platforms, technology integration aims to improve accessibility and participation. Effective systems to track the effects of training on worker performance, student outcomes, and institutional development are established through performance monitoring and assessment. The fifth is policy and strategy alignment, which verifies that TETFUND is compliant with institutional development strategies and national education policies. sustainability, financial diversification, and looking into sources of support beyond TETFUND. According to the study's findings, Nigerian institutions can compete internationally and equip their graduates for the challenges of the twenty-first century by putting these methods into practice.

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