

**IMPACT OF TERTIARY EDUCATION TRUST FUND INTERVENTIONS ON  
ACADEMIC STAFF DEVELOPMENT: A STUDY OF UMARU MUSA YAR'ADUA  
UNIVERSITY, KATSINA STATE**

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**Abstract**

*Tertiary Education Trust Fund (TETFund) is an intervention agency established to address the paucity of funds for public tertiary institutions in Nigeria vis-a-vis train its academic staff. This paper adopted quantitative method to examine the Impact of TETFund Interventions on academic staff development in Umaru Musa Yar'adua University Katsina (2014-2019). The study reveals that TETFund has significantly impacted on the few academic staff (both foreign scholarship and local). It was further revealed that the contribution of TETFund sponsorship for conference attendance is to a low extent. Therefore, the study recommended that TETFund should review upward the annual allocation for foreign scholarship and make the local scholarship more attractive. TETFund should also make allocations to beneficiary institutions based on needs assessment, not equality.*

**Key words:** TETFund, scholarship, conference, academic staff, staff development.

**Introduction**

Human capital is one of the most important resources in any tertiary institution in the world, most importantly the lecturers who are responsible for imparting knowledge on the students under their care and conducting researches. Tertiary institutions employ and train competent and highly motivated lecturers so as to realise the goals of education. The government as well as administrators of educational institutions has come to understand the importance of continuous training of lecturers as part of Human resource development strategy to update lecturers' skills in respond to rapid

changes in the world (Suleiman, 2015).

The importance of academic staff development in tertiary institutions cannot be over-emphasised. Winston & Creamer,(2017) viewed staff development as the activities and programmes (Formal or informal and on or off campus) that help staff members learn about responsibilities, develop required skills and competencies necessary to accomplish institutional and divisional goals and purposes, and grow personally professionally to prepare themselves for advancement in the institution or beyond the campus. Therefore, staff development strategies like scholarship for Masters and PhD programmes and conference attendance are very important for the academic staff development. These improve their academic qualifications, skills, knowledge, experience, exposure, academic socialisation and awareness that will go along way of enhancing their performance and chances for self-development.

Over the years, public tertiary institutions have been confronted with problem of poor funding for both infrastructural and academic staff development which have undermined education sector in Nigeria and resulted to poor academic staff development particularly. It was for this reason that Academic Staff Union of Universities through its struggles, reached an agreement with the Federal Government that led to establishment of intervention agency called Tertiary Education Trust Fund (TETFund) in 2011 which replaced the then Education Trust Fund (ETF). (TETFund, 2017)

The Education Tax Fund (ETF) was established as an intervention agency by Education Tax Act No.7 of 1993 (and subsequently amended in 1998). This law empowered the then ETF to intervene at all levels of education (i.e. Primary, Secondary and Tertiary) in public institutions. The agency was charged with the responsibility of using the funds from specific tax for education, to improve the quality of education in the country. The Act was promulgated as a home grown solution to address issues of funding to rehabilitate decaying infrastructure, restore the lost glory of education and confidence in the system as well as building the capacity of teachers and lecturers.

Meanwhile, the Education Tax Fund was renamed as Tertiary Education Trust Fund (TETFund) by the ETF Act No.16, 2011 and refocused to intervene in only public tertiary institutions (Universities, Polytechnics and Colleges of Education) for maximum impact, and to provide supplementary support to them. The main source of income available to the fund is the 2% education tax paid from assessable profits of all registered companies in Nigeria. The Federal Inland Revenue Services (FIRS) assesses and collects the tax on behalf of the Fund (TET Fund document, 2018). Since then, the agency has been intervening in many areas such as scholarship award, sponsorship for conference attendance, research grant etc, in order to promote academic staff development in universities and other public tertiary institutions in Nigeria. From its inception to 2019, about 8, 254 academic staff in Nigerian public universities have been trained for Master's and Doctorate degrees in Nigerian and foreign universities. Similarly, about 22,374 academic and non-academic staff in public universities have participated in conference under the sponsorship of TETFund within and outside

Nigeria. (Bogoro, 2019).

In spite of the TETFund interventions through scholarship and conference attendance in order to improve academic staff development in public universities in Nigeria, there is still inadequate funding for the tertiary institutions to properly train their academic staff. As noted by Baffa (2018), it is increasingly evident that the major problem of tertiary education in Nigeria is inadequate funding and if universities, polytechnics and colleges of education, are adequately funded, the level of education will get to its deserved height. Therefore, it is very important to ask the following questions; what are the contributions of TETFund scholarship to academic staff development in UMYU, Katsina state? What are the contributions of TETFund sponsorship for conference attendance to academic staff development in UMYU, Katsina state?

The objectives of this paper are to examine the extent to which TETFund scholarship has improved academic staff development in UMYU, Katsina state and find out the extent to which TETFund sponsorship for conference attendance has promoted academic staff development in UMYU, Katsina state (2014-2019).

### **1.5 Hypotheses**

HO<sub>1</sub> There is no significant relationship between TETFund scholarship and academic staff development in UMYU, Katsina state.

HO<sub>2</sub> There is no significant relationship between TETFund sponsorship for conference attendance and academic staff development in UMYU, Katsina state.

### **Literature Review and Theoretical Frame work**

#### **Staff development**

Staff development has been described as activities which aim at improving, updating or maintaining employees' skills and abilities (Elnaga & Imran, 2013). However, this definition is limited as it only emphasised on the activities that can improve and update staff skills and abilities. It failed to describe the strategies for achieving human development.

Shahzad, Bhatt & Khalid (2007) view development of staff (human resource) as being concerned with the provision of learning, development and training opportunities for individuals in an organisation in order to improve organisational performance. It is concerned with enhancing resource capability in line with the belief that an organisation's staffs are the major source of competitive advantage. Thus, staff development implies developing the intellectual capital required by an organisation as well as ensuring that the future and present needs of an organisation in terms of the right quality of people is created. However this definition is organisation driven. It centred on how organisational performance will be improved through staff development strategies. It failed to clearly identify the personal benefits for staff members.

Staff development activities generally aim at improving, updating or maintaining

employee's skills and abilities. Winston & Creamer(2017) viewed staff development as the activities and programmes (Formal or informal and on or off campus) that help staff members learn about responsibilities, develop required skills and competencies necessary to accomplish institutional and divisional goals and purposes, and grow personally professionally to prepare themselves for advancement in the institution or beyond the campus. To me, this definition is comprehensive as it talked about what staff should have for them to be developed, the purpose of staff development and its benefits to staff and the organisation in general.

### **Concept of Scholarship**

Higher education Training programmes like scholarship are strategies that enable individuals to acquire further education or higher degrees such as Master's and PhD in their chosen fields. The programmes are obtainable from Universities within and outside Nigeria. Further training is recognised as an approach for achieving increased efficiency and performance of lecturers (FME, 2014). Scholarship award is of the training programmes that provide lecturers in tertiary institutions with opportunities to further their studies at home and abroad.

According to Peterson (2008) in his book Financial Aid Glossary defines scholarship as an award of financial aid for a student to further their education which is awarded based upon various criteria, which usually reflect the values and purposes of the donor or founder of the award. He further observed that scholarship money is not required to be repaid and it is a major component of college financial aid in the countries such as the United States. Teng (2014) pointed out that some scholarship awards have “bond” requirements. Recipients may be required to work for a particular employer for a specified period of time or to work in rural or remote areas; otherwise they may be required to repay the value of the support they received from the scholarship. This is particularly the case with education and nursing scholarships for people prepared to work in rural and remote areas. Yousaf, (n.d) defines scholarship as a type of financial aid awarded to students seeking to further their education. They can be awarded on a different basis but most commonly on the basis of academic merit or need for financial aid to cover tuition fees etc. Scholarship money is not repaid to the organisation awarding it. For me, this definition is comprehensive as it talked about the basis of scholarship, conditions and the criteria for recipient selection.

In Nigeria, TETFund offers scholarships based on certain conditions to academic staff in public tertiary institutions to enable them acquire higher degrees in local and foreign universities. However, the awardees or beneficiaries at completion of their programmes are to serve a bond for certain period. In UMYU Katsina, after completion of the sponsored masters or doctoral degree, beneficiaries will serve the University for double of the years spent on study leave. For example if the study leave is 2 years, then the bond will be 4 years. A scholar may be waiting for the disbursement fund for several months after getting nominated by the beneficiary institution. This affects the scholars most especially those on foreign scholarship as usually they have to defer their admission due to delay in fund disbursement.

### **Concept of Conference**

The word conference may refer to a group of academics presenting and arguing about a theme or topic on a college campus. A conference in the most general term indicates a meeting for discussion, most commonly adopted by associations and organizations for their regular meetings. It is usually associated with the most traditional type of presentation, that is, papers followed by questions. Conference can take different forms. We have academic conference, business conference, conference call, news conference, peace conference, professional conference, settlement conference, trade conference and so on (Ozochuku, Orogbu & Republic, 2016).

Sills (1972) describes a conference as meeting of individuals called together to engage in discussion with the aim of accomplishing a limited task within a restricted period of time. It is also regarded as a formal means of validating social programmes and inducing change in individuals. Conferences are usually gathering of people with a common interest or background, with the purpose of allowing them to meet one another and to learn about and discuss issues, ideas and work that focus on a topic of mutual concern (Nassazi, 2013 and Rabinowitz, 2011). The structure and contents of conference can vary greatly, but a typical frame work would include one or more presentations of work and / or ideas about a given topic. The presentation may take the form of lectures, slide shows or films, workshops, panel discussions, and or interactive experiences. A conference may last a few hours or several days. It could be a one time event or a regular (usually annual) fixture on participant schedules. Conferences vary in size in terms of number of the participants which can range from a group of three to thousands of participants.

In Nigeria, staff in public tertiary educational institutions is sponsored to attend local and international conferences on meeting certain requirements as provided in the TETFund guidelines. However, there is delay in the disbursement of the fund. A time, staff applies for international conference sponsorship but fail to get the approval on time before the conference holds.

### **Theoretical Frame work**

The study adapted human capital theory espoused by Theodore Schultz (1971) and Gary Becker (1994). Human capital theory rests on the assumption that;

- i. Education or training raises the productivity and efficiency of workers by imparting knowledge and skills.
- ii. Investments in education and training are the most relevant types of investments in human capital.
- iii. Person's education is an investment which makes him/her more productive and accrues him/her a future stream of benefits (i.e. superior productivity, higher wages and other non monetary benefits to the individual and the society.

Human capital Theory stresses the significance of education and training as the key to participation in the new global economy. According to Becker, (1964) education or

training raises the productivity of workers by imparting useful knowledge and skills, hence raising workers' future income by increasing their lifetime earnings. Human capital theory also emphasizes the need for policy makers to the expansion of educational systems. Many developing nations have thus realised that principal mechanism for developing human knowledge is the education system. Thus, they invest huge sums of money on education not only as an attempt to impart knowledge and skills to individuals, but also to impart values, ideas, attitudes and aspirations which may be in the nation's best development interest.

#### **Relevance of the theory to this study**

This theory is considered applicable and relevant to this study, because it provides clear explanation on the significance of education and training for staff development. The human capital theory best explains the human capital development programmes of TETFund. Thus, TETFund saw the need for the people to have the necessary skills; knowledge, capacity and competence that will enable them to do their jobs properly. The TETFund through academic based interventions such as scholarship award to academic staff in Nigerian Public Universities ensured that, staff is well trained to have the necessary knowledge, skills and capacity in order to develop themselves and improve their performance. Because when academic staff are educated and trained, their capacity and research skills as well as exposure to other intellectual traditions will increase which will lead to improved performance. This will also assist them to have additional qualifications, publications, academic papers etc that will have positive impact on their development. For this study, Government through TETFund as an intervention agency invest huge sums of money in an attempt to improve academic staff development in universities. Academic staff are sponsored for training (i.e. Masters and PhD) in local and foreign universities. This helps them to improve their academic achievement, knowledge, skills, capacity and exposure to other intellectual traditions.

#### **Methodology**

The study utilized both primary and secondary sources of data. The primary data was generated through questionnaire and interview methods. While, the secondary sources consulted consist of books, journals, internet, official records and unpublished materials. The secondary data was used to complement the responses from questionnaire. The population of the study constitutes the total population of academic staff of Umaru Musa Yar'adua University, Katsina which is 560 (Establishment office, 2019). A sample size of 222 was drawn using Krejcie and Morgan (1970) sample size table. 217 copies of questionnaire were administered to academic staff and 200 copies were successfully filled and returned; while 5 management officials (i.e. Registrar, Bursar, Director of Academic Planning, Chairman of CDD committee and TETFund desk officer) were interviewed. Stratified purposive sampling method was applied in selecting the respondents. In the first place the academic staff in the university were categorised in to four (4), namely; tenure staff, contract staff, visiting staff and sabbatical staff. Thereafter, the researcher purposely selected respondents among the tenure academic staff from each department in

order to get the relevant and adequate information for the study. Multiple regression analysis was used in data analysis. The study used statistical package for social science (SPSS) version 23 in testing the hypothesis.

### Data Presentation and Analysis

A total of 217 copies of questionnaire were administered to the academic staff in Umaru Musa Yar'adua University, Katsina, out of which 200 representing 92.2% of the total questionnaires were successfully responded and returned. Therefore, 200 questionnaires formed the basis for analysis and interpretation.

**Table 1**

**Multiple Tables on the Contribution of TETFund Scholarship to Academic staff Development in UMYU, Katsina state.**

S/N	Variables	SA	A	UN	D	SD	Total
1	TETFund scholarship has greatly increased the number of lecturers with Masters and PhD	120(60%)	73(36.5%)	3(1.5%)	3(1.5%)	1(0.5%)	200(100%)
2	TETFund scholarship has significantly improved the quality of academic staff performance	81(40.5)	104(52%)	9(4.5%)	4(2%)	2(1%)	200(100%)
3	TETFund scholarship has exposed the academic staff to other intellectual traditions within and outside Nigeria	108(55%)	86(43%)	3(1.5%)	2(1%)	1(0.5%)	200(100%)
4	TETFund provides adequate funds for academic staff training within and outside Nigeria	39(19.5%)	38(19%)	21(10.5%)	67(33.5%)	35(17.5%)	200(100%)
5	TETFund scholarship has improved the capacity of lecturers for high performance	79(39.5)	102(51%)	9(4.5%)	8(4%)	2(1%)	200(100%)
6	TETFund scholarship has improved lecturers' academic qualifications	85(42.5%)	101(50.5%)	4(2%)	2(1%)	2(1%)	200(100%)

**Source: Field work, 2019**

The table 1 above indicates that 120 (60%) have strongly agreed that 'TETFund scholarship has greatly increased the number of lecturers with advanced certificates (Masters and PhD) in UMYU'. 73(36.5%) agreed, 3(1.5%) were uncertain, 3(1.5%) disagreed, while 1(0.5%) strongly disagreed. Findings revealed that 193(96.5%) constituting the majority of the respondents agreed that TETFund scholarship has greatly increased the number of lecturers with advanced certificates (Masters and PhD) in UMYU. Moreover, records from TETFund desk officer in the university shows that TETFund sponsored 41 academic staff for Masters and 48 for PhD programmes in the local and foreign universities during the period under study.

*The table also shows the opinions of the respondents that 'TETFund scholarship has significantly improved the quality of academic staff performance in UMYU'. 104(52%) agreed, 81 (40.5) strongly agreed, 9(4.5%) were undecided, 4(2%) disagreed, while 2(1%) strongly disagreed. Therefore, the findings revealed that 185(92.5%) agreed that TETFund scholarship has significantly improved the quality of academic staff performance in UMYU.*

*The above table again presents the respondents' views that 'TETFund scholarship has exposed the academic staff to other intellectual traditions within and outside Nigeria. 108(55%) strongly agreed, 86(43%) agreed, 3(1.5%) were uncertain, 2(1%) disagreed, while 1(0.5%) of the total respondents strongly disagreed. The findings revealed that 194(98%), constituting the majority of the respondents agreed that TETFund scholarship has exposed the academic staff to other intellectual traditions within and outside Nigeria. This implies that the lecturers in UMYU have been exposed to intellectual traditions which are one of the objectives of academic staff training and development as a result of attending other universities within and outside the countries for Masters and PhD programmes under the sponsorship of TETFund.*

The same table 1 above indicates the respondents' opinions that 'TETFund provides adequate funds for academic staff training within and outside Nigeria. 35(17.5%) of the total respondents, strongly disagreed, 67(33.5%) disagreed, 21(10.5%) were uncertain, 38(19%) agreed, while 39(19.5%) strongly agreed. This further revealed that 102(51) which constitute the majority of the respondents, disagreed that TETFund provides adequate funds for academic staff training within and outside Nigeria.

In the same table above, the respondents' opinions on 'TETFund scholarship has improved the capacity of lecturers for high performance in UMYU indicated that, Out of 200 respondents, 79(39.5) strongly agreed, 102(51%) agreed, 9(4.5%) were not certain, 8(4%) disagreed, while 2(1%) strongly disagreed. This further indicates that 181(90.5%) of the total respondents agreed that TETFund scholarship has improved the capacity of lecturers for high performance in UMYU.

The table 1 similarly presents the opinions of the respondents that 'TETFund scholarship has improved lecturers' academic qualifications in UMYU'. 85(42.5%) strongly agreed, 101(50.5) agreed, 4(2%) were not certain, 2(1%) disagreed, while 2(1%) strongly disagreed. The findings revealed that 186(93%) of the total



respondents which constituted the majority, agreed that TETFund scholarship has improved lecturers' academic qualifications in UMYU.

**Table 2**

**Multiple Tables on the Contribution of TETFund Conference Attendance to Academic staff Development in UMYU, Katsina state.**

S/N	Variables	SA	A	UN	D	SD	Total
7	TETFund conference attendance has increased academic staff skills in public presentation and self-confidence	111(55.5%)	81(40.5%)	4(2%)	3(1.5%)	1(0.5%)	200(100%)
8	TETFund conference attendance has increased the experience and exposure of academic staff	78(39%)	107(53.5%)	7(3.5%)	6(3%)	2(1%)	200(100%)
9	TETFund conference attendance has improved intellectual socialization and academic awareness of academic staff	83(41.5%)	104(52%)	4(2%)	8(4%)	1(0.5%)	200(100%)
10	TETFund provides sufficient funds for sponsoring academic staff to attend national and international conferences	52(26%)	26(13%)	14(7%)	86(43%)	22(11%)	200(100%)
11	TETFund conference attendance has increased the Lecturers' knowledge of new research development in area of their specialization	59(29.5%)	116(58%)	8(4%)	14(7%)	3(1.5%)	200(100%)
12	Lecturers relate with Their colleagues friendly as a result of attending TETFund sponsored conferences	61(30.5%)	122(61%)	7(3.5%)	6(3%)	4(2%)	200(100%)
	<b>Total</b>	444	556	44	123	33	1200

Source: Field work, 2019

The table 2 above presents the views of the respondents that 'TETFund conference attendance has increased academic staff skills in public presentation and self-confidence. 111(55.5%) strongly agreed, 81(40.5%) agreed, 4(2%) were uncertain, 3(1.5%) disagreed, while 1(0.5%) strongly disagreed. This further revealed that 192(96%) representing the majority of the respondents agreed that TETFund conference attendance has increased academic staff skills in public presentation and self-confidence. Again, the table indicates that 'TETFund conference attendance has increased the experience and exposure of academic staff in UMYU. 78(39%) strongly agreed, 107(53.5%) agreed, 7(3.5%) were not certain, 6(3%) disagreed, while 2(1%) strongly disagreed. This revealed that 185(92.5%) representing the majority of the respondents, agreed.

The table 2 above presents the opinions of respondents that 'TETFund conference attendance has improved intellectual socialization and academic awareness of academic staff in UMYU. 83(41.5%) strongly agreed, 104(52%) agreed 4(2%) were uncertain, 8(4%) disagreed, while 1(0.5%) strongly disagreed,. The findings

revealed that 187(93.5%) constituting the majority of the respondents, agreed. The same table indicates the opinions that 'TETFund provides sufficient funds for sponsoring academic staff to attend national and international conferences'. 52(26%) strongly agreed, 26(13%) agreed, 14(7%) were not certain, 86(43%) disagreed, while 22(11%) strongly disagreed,. The findings revealed that 106(54%) disagreed that TETFund provides sufficient funds for sponsoring academic staff to attend national and international conferences in UMYU. This implies that there is still inadequate funding for universities to train their academic staff. Thus, it will adversely affect the development of the staff.

The table 2 above shows that 'TETFund conference attendance has increased the Lecturers' knowledge of new research development in area of their specialization in UMYU'. 59(29.5%) of the total respondents strongly agreed, 116(58%) agreed, 8(4%) were uncertain, 14(7%) disagreed, while 3(1.5%) strongly disagreed. Therefore, the findings revealed that 175(87.5%), constituting the majority, agreed. In complementing the responses from the questionnaire, the interview conducted with some management officials also revealed that TETFund conference sponsorship has improved the professional development of the academic staff in UMYU. The same table indicates the opinions of the respondents that 'Lecturers relate with their colleagues friendly as a result of attending TETFund sponsored conferences. 61(30.5%) strongly agreed, 122(61%) agreed, 7(3.5%) were not certain, 4(2%) disagreed, while 6(3%) Strongly disagreed. The findings revealed that 183(91.5%) of the total respondents agreed.

**Table 3**

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.647 <sup>a</sup>	.418	.412	.94900	.345

a. Predictors: (Constant), TETFund scholarship, TETFund conference

b. Dependent Variable: Academic staff development

Table 3 above shows the summary of the multiple regression analysis. The empirical findings show that R, the multiple correlation coefficient, stood at 0.647 which indicates a moderate correlation.

R<sup>2</sup>, the multiple coefficient of determination of the variables stood at 0.418 indicating that about 41.8% of the total variation in academic staff development in UMYU, Katsina state is explained by variations in the 'independent variables' captured in the study. Thus, the remaining 58.2% of the variation in the dependent variable can be explained by other variables not captured in the study.

**Table 4****ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	127.503	2	63.751	70.787	.000 <sup>b</sup>
	Residual	177.419	197	.901		
	Total	304.922	199			

a. Dependent Variable: Academic staff development

b. Predictors: (Constant), TETFund scholarship, TETFund conference

Table 4 above shows the results from the multiple regression analysis which tests the effects of the independent variables on academic staff development in UMYU, Katsina state. The F-statistic which measures the adequacy and fitness of the model used in the study stood at 70.787 with a p -value of 0.000<sup>b</sup> which is significant at 5%; this shows that the model is fit for the data.

The t statistics of "TETFund Scholarship" stood at 7.200 with a p-value of 0.000 which

**Table 5****Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.839	1.095		1.680	.095
	TETFund scholarship	.665	.092	.465	7.200	.000
	TETFund conference	.205	.050	.264	4.087	.000

a. Dependent Variable: Academic staff development

### **Hypothesis II**

H<sub>02</sub>. There is no significant relationship between TETFund conference attendance and academic staff development in UMYU, Katsina state. The coefficient of “TETFund conference **attendance**” stood at 0.205 which is positive. This implies that an increase in TETFund conference attendance would also lead to an increase in Academic Staff Development in UMYU, Katsina State. However, the significance of this can be judged from the t statistics and its significance.

The t statistics of “TETFund conference **attendance**” stood at 4.087 with a p-value of 0.000 which is less than 0.05, indicating that the relationship depicted in the model is significant at 95% confidence level. This implies that the study does not have enough statistical evidence to accept the null hypothesis. Therefore, the study failed to accept the null hypothesis H<sub>01</sub>, which states that there is no significant relationship between TETFund scholarship and academic staff development in UMYU, Katsina state but accepts the alternate one.

### **Discussion of Major Findings**

The study investigated the contribution of the TETFund Interventions to the Academic Staff Development in Umaru Musa Yar'adua University, Katsina (2014 to 2019). From the analyses of data, a number of findings were arrived at which are discussed below. On hypothesis I, the study found that there is significant relationship between TETFund scholarship and academic staff development in UMYU, Katsina. This justified the assumption of Human Capital Theory that education and training increases the productivity and efficiency of workers. This was in line with the findings of (Gambo, 2015 and Yakubu, 2017).

However, it was also found that TETFund scholarship contribution is to a low extent the records in the university revealed that from 2014 to 2019, only 85(30%) of staff that attended the training for Masters and PhD, were sponsored by TETFund ,while 200(70%) staff were sponsored for the same by the University staff development fund. This was in line with the findings of Ameachi,(2016) which revealed that TETFund contribution towards quality transformation of tertiary institutions in the areas of staff training and development is to a low extent. In addition, the study discovered that academic staff in UMYU prefers TETFund foreign scholarship to local one that is why a staff can be on queue for many years before he/she can benefit from the fund. A time, management has to write an internal memo to the Deans of the faculties that TETFund allocation to university for local study fellowship has funds available which remains unutilised by staff. Therefore, this further revealed that the staff often delays themselves unnecessarily from acquiring higher degrees that will improve their teaching quality, by being on the queue for several years waiting for over-subscribed foreign fellowship. This affects their development.

On hypothesis II, the study found that TETFund conference **attendance** has a positive and significant effect on the academic staff development in UMYU, Katsina. As

computation in regression output table 5 above depicted that the t statistics of “TETFund conference **attendance**” stood at 4.087 with a p-value of 0.000 which is less than 0.05, indicating that the relationship is significant at 95% confidence level. However, the contribution of TETFund conference sponsorship is to a low extent. As depicted in table 10 above, there is inadequate provision of funds for conference attendance sponsorship. Similarly, the records in the university revealed that from 2014 to 2019, only 75 academic staff were sponsored by TETFund for conference attendance.

### **Conclusion and Recommendations**

The study assessed the contribution of the TETFund interventions to academic staff development in Umaru Musa Yar'adua University, Katsina from 2014 to 2019. Based on the data presented and analysed, and the hypotheses tested, the study concludes that TETFund interventions through scholarship for Masters and PhD and conference sponsorship have positively contributed to academic staff development in UMYU, Katsina. However, the contribution is inadequate as the staff may be on the queue for many years before they could benefit from scholarship for higher degrees in foreign universities, and the staff usually apply for conference **attendance** but could not get their applications approved. Based on the findings, the study recommended that TETFund should review upward the annual allocation for foreign scholarship and make the local scholarship more attractive. When local scholarship is made more attractive, the prospective beneficiaries would be encouraged to attend university at home which would drastically reduce the applicants for foreign scholarship. TETFund should also make allocations to beneficiary institutions based on needs assessment, not equality. This will improve the contribution of TETFund conference sponsorship to academic staff development and will go a long way of assisting the new generation universities like UMYU to solve some of their academic problems in relation to staff development. The study of this nature is bound to have some limitations. Lack of access to some financial data considered secret and confidential in the university and the TETFund agency, was a limitation to this study. The study is also constrained by absence of current staff training needs assessment in the university. Yet, the researcher did his best in using the available data to make this study worthy.

The following are suggestions for future study;

- i. Impact of TETFund interventions on infrastructural development in Umaru Musa Yar'adua University, Katsina.
- ii. Effects of TETFund Research Grant on Academic staff Career Development in Umaru Musa Yar'adua University, Katsina.

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