

**TETFUND SPONSORED JOURNAL PUBLICATION AND ACADEMIC STAFF
DEVELOPMENT AT FEDERAL UNIVERSITY GASHUA, NIGERIA**

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Abstract

Tertiary Education Trust Fund has been very instrumental in the area of funding higher education in Nigeria. Public tertiary institutions have been benefiting in several ways through TETFund. Study on Tertiary Education Trust Fund (TETFund) is very significant in the sense that the fund since establishment has been contributing immensely to academic staff training and development in Nigeria. Few or not many are able to understand and appreciate the contributions of TETFund toward academic staff development in the country. It is doubtful that Academic staff at Federal University Gashua will perform his/her duty effectively and efficiently through journal publication. To examine if journal publication improves their professional development forms the bases for this research survey. This study applied survey research method to ascertain the effect of journal publication on academic staff development at Federal University Gashua. Structured questionnaire was designed to gather relevant information for the data analysis. To determine the level of their agreement, relevant questions were provided for the academic staffs and the result revealed that, journal publication affects academic staff development through helping them sustain greater focus towards their prescribed roles. Similarly, journal publication assists academic staff at FUGA to improve their research capabilities. The paper concludes that journal publication promotes academic staff development; and that, TETFund should also improve on financial allocations to the case study institution based on needs assessment.

Key words: TETFund; Sponsored journal; Academic staff; Staff development; Nigeria

Introduction

The Education Tax Fund was established by the federal government of Nigeria as an intervention agency by the Education Tax Act No.7 of 1993 (and subsequently amended in

1998 and 2004). The law establishing ETF empowered it to intervene at all levels of education (i.e. Primary, Secondary and Tertiary) in public institutions in Nigeria. The Act was promulgated as a home grown remedy to address issues of funding to rehabilitate decaying infrastructure, restore the lost glory of education and confidence in the system and improve the capacity of Nigerian teachers and lecturers respectively. Meanwhile, after its establishment by federal government of Nigeria, ETF was renamed as the Tertiary Education Trust Fund (TETFund) by the ETF Act No.16, 2011 and refocused to intervene in only public tertiary institutions in Nigeria such as Universities, Polytechnics and Colleges of Education respectively for proper and maximum impact, and to provide supplementary support to them. The agency's main source of income is the 2% education tax paid from assessable profits of all registered companies in Nigeria. The ratio of disbursement is 2:1:1, i.e. 50 percent goes to the universities, 25 percent to the Polytechnics and 25 percent goes to Colleges of Education (TETFund document, 2018). The primary objectives of TETFund include among others; to provide funding for staff and infrastructural development in Nigeria.

Human resources are the most important resources to any organizations likewise tertiary institutions in Nigeria and worldwide. The success of any educational institution is determined by the quality and quantity of its staff. No educational institution can elevate above the quality of its academic staff that is responsible for teaching the students and conducting research.

Academic staff development at tertiary institutions in Nigeria is no longer an option. Optimum performance is not likely to be achieved nor productivity realized without a commitment to staff development. Excellence in performance and a high quality of service at Federal University Gashua can be achieved only if the human resources are deemed just as important

as either the physical and financial resources. This is why improving the excellence of the academics remains the paramount reason for academic staff development

In a climate of socio-political changes, substantial changes to the curriculum and changes in accountability, staff development is becoming recognized as of central importance. Hence, fundamental purposes of staff development are:

- i. To make people feel valued
- ii. To enable them perform their job well through job satisfaction and motivation
- iii. To help them prepare for change in their work
- iv. To make them feel willing and competent to contribute constructively to the development of the organization.

However, Bogoro (2015), observed that, the lecturers are the priority in TETFund intervention policy because they are the drivers of communication and knowledge. If you take away the lecturers, you have created a gap that you cannot fill in educational development to achieve its mandate. The fund created some intervention areas after careful needs assessment of beneficiary institutions and these include among others: Physical Infrastructure/Programme Upgrade, Project Maintenance, TETFund Scholarship, Teaching Practice for College of Educations (COEs), Equipment Fabrication for Polytechnics, Entrepreneurship for Universities, Journal Publication; Manuscript Development, Conference Attendance, ICT Support/Advocacy, Institution Based Research (IBR), National Research Fund, and Library Development (Bogoro 2015).

Staff development Policy and Programmes in a viable environment are the key factors that determine academic staff development. TETFund Intervention on academic staff development in Nigeria strategically covers certain areas among which include: Study fellowship grant; Conference attendance; Institutional Base Research (IBR); Information and Commutation

Technology (ICT); Journal publication; Library development; Infrastructural development that will result in academic staff development (Mela et al 2024).

A uniform TETFund intervention or appropriate staff development programmes such as Conference attendance (independent variable) when properly implemented, will promotes academic staff development. Therefore, improved research and publication output, improved communication skill, enhanced promotion of academic staff, improve global ranking constitute the outcome of staff development programmes respectively (Mela et al 2024).

Federal University, Gashua was established by the federal government of Nigeria on the 18th February, 2013 with the aim of accelerating equitable access to higher education in Nigeria and also to build institutions that can support Nigeria's drive towards rapid development through the availability of quality manpower and a knowledge-driven world best practice exposure for the sole purpose of facilitating competitiveness. The University strategic goals in 2020 planned to attract and retain talents, transformational teaching and learning, high impact research and commercialisation, international outlook efficient and effective information and communication technology (ICT), infrastructural development and fund raising, and leadership that matters in the institution and in the civil society. The university position itself to strictly and objectively achieve the stated goals in order to contribute its quota to the world-wide communities (Rasheed, 2020).

The contribution of Federal University Gashua to the socio-political, economic and technological advancement in Nigeria cannot be over emphasized. Hence, FUGA is one of the peak in the three levels of education in Nigeria and also one of the various tertiary educational institutions with a different mission and visions in the area of teaching, research and

community services. In order to effectively perform these roles, the university management, have come to understand the importance of continuous staff training and development as vital strategy to update staff skills in response to rapid changes in the world. It thus becomes imperative that its staff be engaged in continuous development so as to facilitate and improve their capabilities.

Therefore, it is against this background, that, this study seeks to assess the effect of the TETFund sponsored journal publication toward academic staff development at Federal University Gashua, Nigeria respectively.

Statement of the Problem

It is believed that journal publication enable staff acquires gainful knowledge of which academic staffs at FUGA are part of this opportunities. It also helps them brainstorm with colleagues and even improve their research capabilities. However, this assumption may not apply to academic staff at FUGA as regards staff development as available research such as Darko-Ampem (2003), Parasuraman and Ahmed (2013), Berhanu, (2018) view journal publication as a means of improving academic staff development, local, national or international. Hence, assumption on the effect of journal publication on academic staff development at FUGA remains speculative and guesswork. This is the major focus of this research study.

Research Questions

Based on the problem stated above, the study will seek to answers to the following questions:

- i. Is there any significant effect of TETFund sponsored journal publication on academic staff development in FUGA?

- ii. What is the effect of the structural and technical barriers to effective utilization of TETFund staff development intervention in FUGA?

Objectives of the Study

The major objective of this study is to assess the effect of TETFund sponsored conference attendance on staff development at Federal University Gashua, Nigeria. However, the specific objectives of the study are:

- i. to examine the effect of TETFund sponsored journal publication on academic staff development in FUGA
- ii. to explore the effect of the structural and technical barriers to effective utilization of TETFund staff development intervention in FUGA.

Research Hypotheses

- i. **H₀₁:** There is no significant effect of TETFund sponsored journal publication on academic staff development in FUGA.
- ii. **H₀₂:** Structural and technical constraints do not significantly affect the utilization of TETFund intervention toward academic staff development at FUGA.

Conceptual Review

Concept of Staff Development.

Staff development programme is a potent means of updating teacher's skills and knowledge for instruction and learning. It is noted that many teachers after graduation have little or no opportunity for re-training and their training ends as soon as they graduate with no opportunity for updating their knowledge and skills by attending seminars, workshops and conferences that will subsequently enhance their knowledge and skills and their classroom teaching (Mohammed 2006).

Staff development can be defined as the process of providing opportunities for employees to improve their knowledge, skills, and performance in line with the goals and values of the organisation and the interests and needs of the employees (Mela et-al 2024)

Similarly, Armstrong (2009) observed that, staff development is an unfolding process that enables people to progress from a present state of understanding and capability to a future state in which higher-level skills, knowledge and competencies are required. It takes the form of learning activities that prepare people to exercise wider or increased responsibilities. This implies that, Human Resource Development also known as Staff Development, simply mean series of organized activities conducted within a specified period of time and designed to produce behavioural change. It removes performance deficiencies, to retrain displaced workers, to train in workplace safety, to develop management personnel, and for career development.

Krishnar (2011), further identified and encompassed three activities of development of staff: training; education; and development.

- i. Training: This activity is both focused upon and evaluated against the job that an individual currently holds to improve job performance.
- ii. Education: This activity focuses upon the jobs that an individual may potentially hold in the future and is evaluated against those jobs. This is intended to develop competencies not specific to any one job.
- iii. Development: This activity focuses upon the activities that the organization employing the individual may partake in the future and is almost impossible to evaluate.

Drawing from Krishnar's submission, we can observe that, Staff development programmes include various means by which all categories of staff in an organization are encouraged to

improve their capabilities and be more effective in job performance. Therefore, in Nigerian universities, staff development programmes refer to opportunities provided for staff to increase their knowledge, skills, experiences and understanding, thereby, improving their job performances. Hence, staff development is the key to achieving Organizational success and corporate objectives.

Staff development has been described as activities which aim at improving, updating or maintaining employees' skills and abilities (Elnaga and 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.

Concept of Journal Publication

Scholarly publishing is an activity mostly associated with those who teach or conduct research in higher learning and research institutions (Okemwa 2007). Federal University Gashua exists to fulfill functions associated with scholarly publishing, which disseminates research findings and generates new knowledge. Universities are ranked according to (among others) the number of journal articles published by their faculty members, and scholarly publications are considered during hire or promotion of faculty members. Maher (2006) argued that, when a university decides to hire or promote a faculty member, it has to ensure that it is hiring or promoting a person who has the knowledge and skills required to conduct research and teach students. The Association of Research Libraries (2014) defines scholarly publishing as the system through which research and other scholarly writings are created, evaluated for quality, disseminated to the scholarly community, and preserved for future use.

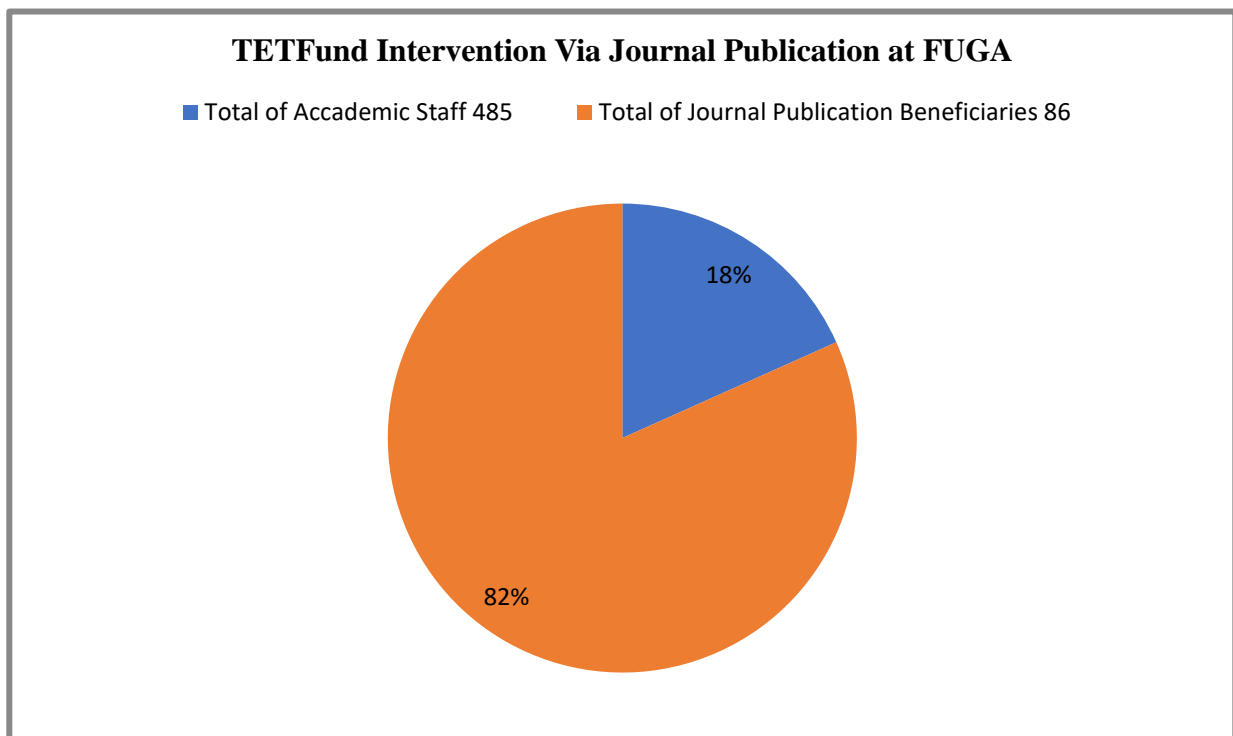
Darko-Ampem (2003), observed that, academic advancement and job retention depend upon publishing the result of research and Scholarly research and publishing have become an integral

component of the academic world. The importance of publishing to any academic is perhaps best underlined by the maxim ‘publish or perish’. Indeed, publishing in the academic world determines a scholar’s standing or status both within the local research community and internationally.

One characteristic that distinguishes higher education institutions from other levels of education is the capacity of the academic workforce to conduct and publish research. Indeed, higher education institutions’ national and international status is rooted in their research profiles, reflected in the publication and citation records of works published by their academics (Woodiwss, 2012). To achieve high-level profiles, universities strive to increase research output.

The inference that can be drawn from all of these different definitions is that journal publishing involves conducting research and disseminating the output

Figure 1: TETFund contribution toward Journal Publication at FUGA



Source: (Research survey 2024)

From the pie chart above, it was revealed that 86(18%) were opportuned to enjoy journal publication intervention grant offered by TETFund while 399(82%) are yet to benefit from journal intervention grant offered by TETFund to the academic staff at Federal University Gashua respectively. This shows that, the extent to which TETFund intervene toward journal publication is bellow average compared with the total number of academic staff at Federal University Gashua. This might also be connected with insufficient funding from TETFund to the institution under study

Methodology

The study utilized both primary and secondary sources of data. The primary data was generated through questionnaire. 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 Federal University Gashua which is 485 (Establishment office, 2023).Taro Yamane's formula for determining sample size was also used. Additionally, our sample size was arrived at using simple random sampling. The choice of Taro Yamane's formula was informed by the fact that the formula presents us with a minimum and manageable sample size. This technique does not discriminate between samples as selection is done with the view that the samples share the same characteristics. The rate of returns of the questionnaire was high. Hence, using the goggle form, 250 questionnaires were retrieved from the respondents, after data cleansing, the valid questionnaire was reduce to 219 which is our actual sample size; Multiple regression analysis was used in data analysis respectively.

Data Presentation and Analysis**Section A: To check the perception of academic staff on the perceived positive relationship between TETFund sponsored journal publication and academic staff development in FUGA****Table 1.1:** TETFund intervention in journal publication grants improves the research capabilities of academics staff.

Response	Frequency	Percent
Agree	143	65.3
Disagree	5	2.3
Neutral	3	1.4
Strongly Agree	66	30.1
Strongly Disagree	2	.9
Total	219	100.0

Source: Researcher's Survey, 2024

Table 1.1 demonstrates that a significant majority of respondents believe TETFund intervention in journal publication grants improves the research capabilities of academic staff. Specifically, 65.3% (143 respondents) agree with this statement, and 30.1% (66 respondents) strongly agree. Only 2.3% (5 respondents) disagree, 1.4% (3 respondents) are neutral, and 0.9% (2 respondents) strongly disagree. Overall, 219 respondents participated in the survey.

Table 2.2: TETFund intervention on the journal publication grant has improved our universal global ranking.

Response	Frequency	Percent
Agree	126	57.6
Disagree	8	3.7
Neutral	6	2.7
Strongly Agree	77	35.2
Strongly Disagree	2	.9
Total	219	100.0

Source: Researcher's Survey, 2024

Table 2.2 shows that, majority of respondents believe TETFund intervention in the journal publication grant has improved their universal global ranking. Specifically, 126 (57.6%) respondents agree with this statement, and 35.2% (77 respondents) strongly agree. Only 3.7%

(8 respondents) disagree, 2.7% (6 respondents) are neutral, and 0.9% (2 respondents) strongly disagree. The total number of respondents is 219.

Table 2.3: TETFund intervention on journal publication grants enhances scholarly contribution to knowledge

Response	Frequency	Percent
Agree	136	62.1
Disagree	5	2.3
Neutral	6	2.7
Strongly Disagree	71	32.4
Strongly Disagree	1	.5
Total	219	100.0

Source: Researcher's Survey, 2024

Table 2.3 examines the perception of TETFund's intervention on journal publication grants in enhancing scholarly contribution to knowledge. Out of a total of 219 respondents, the majority, 136 individuals (62.1%), agree that the intervention positively impacts scholarly contributions. A small fraction, 5 respondents (2.3%), disagree with this statement, while 6 respondents (2.7%) remain neutral. Notably, a significant portion of the respondents, 71 individuals (32.4%), strongly disagree with the assertion. Additionally, there is an anomalous entry where 1 respondent (0.5%) is also recorded as strongly disagreeing, likely a data entry error. Overall, the responses indicate a predominantly positive view of TETFund's role in enhancing scholarly contributions, despite a considerable minority expressing strong disagreement.

Table 2.4: Intervention on journal publication grant help to promote academic staff from lower level to higher level

Response	Frequency	Percent
Agree	134	61.2
Disagree	4	1.8
Neutral	8	3.7
Strongly Agree	72	32.9
Strongly Disagree	1	.5
Total	219	100.0

Source: Researcher's Survey, 2024

Table 2.4 shows that the majority of respondents, 134 (61.2%), agree that the intervention on journal publication grants helps promote academic staff from lower to higher levels. Additionally, 72 respondents (32.9%) strongly agree with this statement. In contrast, 4 respondents (1.8%) disagree, 8 respondents (3.7%) are neutral, and 1 respondent (0.5%) strongly disagrees. Overall, 94.1% of respondents see the intervention as beneficial for academic staff promotion.

Table 2.5: TETFund intervention on journal publication enhance research innovation and initiatives

Response	Frequency	Percent
Agree	129	58.9
Disagree	4	1.8
Neutral	6	2.7
Strongly Agree	79	36.1
Strongly Disagree	1	.5
Total	219	100.0

Source: Researcher's Survey, 2024

Table 2.5 indicates that a majority of respondents, 129 (58.9%), agree that TETFund intervention on journal publication enhances research innovation and initiatives, while 79 respondents (36.1%) strongly agree. In contrast, 4 respondents (1.8%) disagree, 6 respondents (2.7%) are neutral, and 1 respondent (0.5%) strongly disagrees. Overall, 95% of respondents perceive the intervention as beneficial for research innovation and initiatives.

Table 2.6: TETFund intervention in journal publication grants attract funding from external sources

Response	Frequency	Percent
Agree	133	60.7
Disagree	7	3.2
Neutral	5	2.3
Strongly Agree	73	33.3
Strongly Disagree	1	.5
Total	219	100.0

Source: Researcher's Survey, 2024

Table 2.6 illustrates that a significant majority of respondents, 133 (60.7%), agree that TETFund intervention in journal publication grants attracts funding from external sources. Additionally, 73 respondents (33.3%) strongly agree with this statement. On the other hand, 7 respondents (3.2%) disagree, 5 respondents (2.3%) are neutral, and 1 respondent (0.5%) strongly disagrees. Overall, the table suggests that the majority of respondents believe TETFund's intervention is effective in leveraging external funding through journal publication grants.

Table 2.7: TETFund intervention on journal publication grant is a training graining for mentorship

Response	Frequency	Percent
Disagree	5	2.3
Neutral	5	2.3
Agree	120	54.8
Strongly Agree	88	40.2
Strongly Disagree	1	.5
Total	219	100.0

Source: Researcher's Survey, 2024

Table 2.7 examines perceptions regarding whether TETFund intervention on journal publication grants serves as a training ground for mentorship. Out of 219 respondents, a significant portion, 88 (40.2%), strongly agree that such interventions facilitate mentorship opportunities. Additionally, 120 respondents (54.8%) agree with this statement. Conversely, a small minority of 5 respondents each (2.3%) express neutral and disagreeing opinions, respectively, while only 1 respondent (0.5%) strongly disagrees. Overall, the data indicates that a majority of respondents view TETFund's intervention positively as a means to cultivate mentorship through journal publication grants.

Table 2.8: TETFund intervention in journal publication grant improves writing and research

Response	Frequency	Percent
Agree	131	59.8
Disagree	4	1.8
Neutral	4	1.8
Strongly Agree	78	35.6
Strongly Disagree	2	.9
Total	219	100.0

Source: Researcher's Survey, 2024

Table 2.8 explores the perception of whether TETFund intervention in journal publication grants enhances writing and research skills. From the responses of 219 participants, it is evident that a substantial majority, comprising 78 respondents (35.6%) who strongly agree and 131 respondents (59.8%) agree. Conversely, a minimal number of participants, 4 (1.8%) in each case, expressed a neutral stance. Additionally, 2 respondents (0.9%) strongly disagreed. These findings collectively suggest a strong endorsement among the majority of respondents for the positive impact of TETFund's intervention on enhancing writing and research skills through journal publication grants.

Section B: To check the perception of academic staff on institutional constraints that affects TETFund Intervention at FUGA.

Table 2.9: TETFund intervention can be affected by diversion of fund by benefitting academic staff

Response	Frequency	Percent
Agree	181	81.3
Disagree	7	3.2
Neutral	6	2.7
Strongly agree	24	11.0
Strongly disagree	1	.5
Total	219	100.0

Source: Researcher's Survey, 2024

The above table illustrates that a significant majority of respondents, 181 (79%), agree that, TETFund intervention in Academic Staff Training and Development (ASTD) can be affected by diversion of fund by benefitting academic staff; However, 6(2.%) show neutral . On the

other hand, 24(11%) strongly agree with the statement; while 1(0.5%), strongly disagree; 7(3%) disagree with this statement.

Table 2.10: TETFund intervention can be affected by diversion of fund by university administration

Response	Frequency	Percent
Agree	161	73.5
Disagree	3	1.4
Neutral	9	4.1
Strongly Agree	41	18.7
Strongly Disagree	5	2.3
Total	219	100.0

Source: Researcher's Survey, 2024

From the table above majority of respondents, 161 (74%), agree that, TETFund intervention in (ASTD) can be affected by diversion of fund by university administration; However, 9(4%) show neutral stance. On the other hand, 41(19%) strongly agree with the statement; while 5(2%), strongly disagree; 3(1%) disagree with this statement respectively.

Table 2.11: TETFund intervention can be affected by insufficient Funding

Response	Frequency	Percent
Agree	160	73.1
Disagree	3	1.4
Neutral	15	6.8
Strongly Agree	37	16.9
Strongly Disagree	4	1.8
Total	219	100.0

Source: Researcher's Survey, 2024

From the table above majority of respondents, 160 (73%), agree that, TETFund intervention in Academic Staff Training and Development (ASTD) can be affected by insufficient Funding; However, 15(7%) show neutral opinion on whether TETFund intervention in Academic Staff Training and Development can be affected by insufficient funding. On the other hand, 37(17%) strongly agree that TETFund intervention in Academic Staff Training and Development can be

affected by insufficient funding; while 4(2%), strongly disagree with statement that TETFund intervention in Academic Staff Training and Development can be affected by insufficient funding; 3(1%) disagree that TETFund intervention in Academic Staff Training and Development can be affected by insufficient funding respectively.

Table 2.12: TETFund intervention in can be affected by delay of release of fund for study fellowship

Response	Frequency	Percent
Agree	139	63.5
Disagree	31	14.2
Neutral	7	3.2
Strongly Agree	41	18.7
Strongly Disagree	1	.5
Total	219	100.0

Source: Researcher's Survey, 2024

From the table above majority of respondents, 139 (69%), agree that, TETFund intervention in (ASTD) can be affected by delay of release of fund for study fellowship; However, 7(4%) show neutral; 41(20%) strongly agree with the statement; while 1(.5%), strongly disagree; 31(2%) disagree with this statement respectively

Table 2.13: TETFund intervention can be affected by lack of supervision

Response	Frequency	Percent
Agree	161	73.5
Neutral	18	8.2
Strongly Agree	39	17.8
Strongly Disagree	1	.5
Total	219	100.0

Source: Researcher's Survey, 2024

From the table above majority of respondents, 163 (62%), agree that, TETFund intervention in (ASTD) can be affected by lack of supervision; 18(7%) show neutral; 39(15%) strongly agree with the statement; while 1(.4%), strongly disagree; 31(2%) disagree with this statement respectively.

Table 2.14: TETFund intervention can be affected by natural misfortunes (sickness, death, etc)

Response	Frequency	Percent
Agree	155	70.8
Disagree	1	.5
Neutral	4	1.8
Strongly Agree	58	26.5
Strongly Disagree	1	.5
Total	219	100.0

Source: Researcher's Survey, 2024

From the table above, 155 (68%), agree that, TETFund intervention in (ASTD) can be affected by natural misfortunes; 4(2%) show neutral; 58(25%) strongly agree with the statement; while 1(.4%), strongly disagree; 31(2%) disagree with this statement respectively.

Table 2.15: TETFund intervention can be affected by corrupt practices

Response	Frequency	Percent
Agree	153	69.9
Disagree	3	1.4
Neutral	7	3.2
Strongly Agree	55	25.1
Strongly Disagree	1	.5
Total	219	100.0

Source: Researcher's Survey, 2024

From the table above majority of respondents, 153 (64%), agree that, TETFund intervention in (ASTD) can be affected by corrupt practices; 7(3%) show neutral. On the other hand, 55(23%) strongly agree with the statement; while 1(.5%), strongly disagree; 3(1%) disagree with this statement respectively.

Table 2.16: TETFund intervention can be affected by lack of commitment of benefitting academic staff

Response	Frequency	Percent
Agree	164	74.9
Disagree	2	.9
Neutral	3	1.4
Strongly Agree	49	22.4
Strongly Disagree	1	.5
Total	219	100.0

Source: Researcher's Survey, 2024

From the table above majority of respondents, 164 (67%), agree that, TETFund intervention in (ASTD) can be affected by lack of commitment of benefitting academics; 2(1%) show neutral; 49(20%) strongly agree with the statement; while 1(.5%), strongly disagree; 3(8%) disagree with this statement respectively.

Section C: To check the perception of academic staff on Academic Staff Development at FUGA.

Table 2.17: High level of improved skills in public presentation and self-confidence

Response	Frequency	Percent
Agree	152	69.4
Neutral	5	2.3
Strongly Agree	62	28.3
Disagree		
Total	219	100.0

Source: Researcher's Survey, 2024

The results above indicated that 152(or 69.4%) agree that TETFund intervention in Academic Staff Training and Development (STD) improves skills in public presentation and self-confidence; 0(0%) disagree; 5(2.6%) were neutral; 62(28.3%) of the respondents strongly agree; while, none strongly disagree. These findings collectively suggest a strong endorsement among the majority of respondents that TETFund intervention in Academic Staff Training and Development (STD) improves skills in public presentation and self-confidence.

Table 2.18: High level of improved research innovation and initiatives

Response	Frequency	Percent
Agree	133	60.7
Disagree	3	1.4
Neutral	5	2.3
Strongly Agree	74	33.8
Total	219	100.0

Source: Researcher's Survey, 2024

From the table above, 133(60.7%) of the respondents agree that TETFund intervention in Academic Staff Training and Development (STD) improve research innovation and initiatives; 3 (or 1.4%) of the respondents disagree; 5(or 2.5%) were neutral; 74(33.8%) strongly agree; While, 0 (0%) strongly disagree respectively. These findings collectively suggest a strong endorsement among the majority of respondents that TETFund intervention in Academic Staff Training and Development (STD) improve research innovation and initiatives.

Table 2.19: High level of improved quality of research paper presentation

Response	Frequency	Percent
Agree	137	62.6
Disagree	3	1.4
Neutral	8	3.7
Strongly Agree	71	32.4
Total	219	100.0

Source: Researcher's Survey, 2024

Responses from questionnaire revealed that, 137(62.6%) agree that, TETFund intervention in Academic Staff Training and Development (STD) improved quality of research paper presentation; 3(1.4%) disagree; 8(3.7%) were neutral; additionally, 71 (32.4%) strongly agree; while none, strongly disagree respectively. These findings collectively suggest a strong endorsement among the majority of respondents that TETFund intervention in Academic Staff Training and Development (STD) improve quality of research paper presentation.

Table 2.20: High level improved number of staff with PhD. and MSc Qualification

Response	Frequency	Percent
Agree	135	61.6
Disagree	3	1.4
Neutral	3	1.4
Strongly Agree	78	35.6
Total	219	100.0

Source: Researcher's Survey, 2024

From the table above, 135(61.6%) of the respondents agree that, TETFund intervention in Academic Staff Training and Development (STD) improved number of staff with PhD. and MSc Qualification; 3 (1.4%) disagree; 3(1.4%) of the respondents were neutral; while 78(35.6%) strongly agree; 0 (0%) strongly disagree respectively. These findings collectively suggest a strong endorsement among the majority of respondents that TETFund intervention in Academic Staff Training and Development (STD) improved number of staff with PhD. and MSc Qualification.

Table 2.21: Enhanced research and teaching skills among academic staff.

Response	Frequency	Percent
Agree	138	63.0
Disagree	3	1.4
Neutral	6	2.7
Strongly Agree	72	32.9
Total	219	100.0

Source: Researcher's Survey, 2024

From the table above, 138 (63%) of the respondents agree that, TETFund intervention in Academic Staff Training and Development (STD) enhances research and teaching skills among academic staff; 3(1.4%) of the respondents disagree; 6 (2.7%) shows neutral; while 72 (32.9%) of the respondents strongly agree respectively.

Table 2.22: High level of Improved research and publication output

Response	Frequency	Percent
Agree	143	65.3
Disagree	3	1.4
Neutral	5	2.3
Strongly Agree	68	31.1
Total	219	100.0

Source: Researcher's Survey, 2024

Table 2.22 illustrates that a significant majority of respondents, 148 (65.37%), agree that, TETFund intervention in Academic Staff Training and Development (ASTD) improved research and publication output: However, 3(1.4.%) disagree with this statement. On the other hand, 5(2.3%) show neutral; while 68(32.9%) strongly agree with the statement, and 0(0.0%) strongly disagrees. Overall, the table suggests that the majority of respondents believe that, TETFund intervention in ASTD (STD) improved research and publication output in FUGA.

Table 2.23: High level of improved communication skill and community development service

Response	Frequency	Percent
Agree	143	65.3
Disagree	1	.5
Neutral	8	3.7
Strongly Agree	67	30.6
Total	219	100.0

Source: Researcher's Survey, 2024

The above table illustrates that a significant majority of respondents, 148 (65.3%), agree that, TETFund intervention in Academic Staff Training and Development (ASTD) improve communication skill and community development service; However, 5(2.3.%) disagree with

this statement. On the other hand, 8(3.7%) show neutral; while 67(30.6%) strongly agree with the statement, and 0(0.0%) strongly disagree respectively.

Table 2.24: High level of improve global ranking and accreditation programme

Response	Frequency	Percent
Agree	137	62.6
Disagree	3	1.4
Neutral	8	3.7
Strongly Agree	70	32.0
Strongly Disagree	1	.5
Total	219	100.0

Source: Researcher's Survey, 2024

From the table above majority of respondents, 137 (62.6%), agree that, TETFund intervention (ASTD) improve global ranking and accreditation programmes; 3(1.4%) disagree with this statement; 8(3.7%) show neutral; while 70(32.6%) strongly agree with the statement, and 1(0.5%) strongly disagrees. Overall, the table suggests that the majority of respondents believe that, TETFund intervention in (ASTD) improve global ranking and accreditation programmes in FUGA respectively.

Descriptive statistics and Hypothesis

Table 2.25: Descriptive Statistics

Variables	Mean	Std. Deviation	N
Staff Training and Development (ASTD)	2.36	.615	219
TETFund Journal Publication	2.14	.349	219
Institutional Constrain	1.43	.497	219

The table provides descriptive statistics for three variables measured within the study. Each variable's mean and standard deviation are reported based on a sample size (N) of 219 respondents. Staff Training and Development had a mean score of 2.36 with a standard deviation of 0.615; TETFund Journal Publication had a mean score of 2.14 with a standard

deviation of 0.349; Institutional Constrains had a mean score of 1.43 with a standard deviation of 0.497.

Test of Hypotheses

H0₁: There is no significant effect of TETFund sponsored Journal Publication on academic staff development in FUGA.

The first hypothesis tested is ‘that there is no significant effect of TETFund sponsored Journal Publication on academic staff development at FUGA. This in effect is to see the impact of TETFund sponsored Journal Publication on Academic Staff Development at FUGA. Based on this, the independent variable is TETFund sponsored Journal Publication while the dependent variable is Academic Staff Development or (Staff Capacity Building) at FUGA

H0₂: Structural and technical constraints do not significantly affect the utilization of TETFund intervention toward academic staff development at FUGA.

The second hypothesis to be tested is that, Structural and technical constraints do not significantly affect the utilization of TETFund intervention toward academic staff development at FUGA. This is to see the effect of Structural and technical constraints on academic staff development in FUGA. Based on this, the independent variable is Structural and technical constraints while the dependent variable Academic Staff Development (Academic Staff Capacity Building) at FUGA

Table 2.26: Regression Analysis

Model	Beta	Std. Error	t	Sign
Constant	0.685	0.232	2.950	0.004
TETFund Journal Publication	-0.004	0.058	-0.069	0.945
Institutional Constrains	0.142	0.065	2.198	0.029

Dependent Variable: TETFund Academic Staff Training and Development

The table presents the results of a regression analysis examining the relationship between TETFund Staff Training and Development (the dependent variable) and two independent variables: TETFund sponsored Journal Publication and Institutional Constraints.

- a. Each independent variable's coefficient (Beta) indicates the direction and strength of its relationship with TETFund's Academic Staff Training and Development (ASTD).
- b. The "Std. Error" column shows the standard error of the coefficient estimates, providing a measure of their precision.
- c. The "t" column displays the t-statistic, which assesses the significance of each coefficient. A higher absolute t-value indicates a more significant relationship.

- d. Finally, the "Sign" column denotes the statistical significance of each independent variable.

The regression analysis (Table 2.26) examines the factors influencing TETFund's Academic Staff Training and Development. The model includes two independent variables: TETFund Journal Publication and Institutional Constraints. The results indicate that:

- i. TETFund sponsored Journal Publication Conversely, do not show statistically significant effects on TETFund Staff Training and Development, as the p-values (0.945) is greater than the conventional threshold of 0.05.
- ii. Institutional Constraints also demonstrate a statistically significant positive relationship ($\beta = 0.142$, $p = 0.029$), suggesting that overcoming institutional constraints can lead to increased Academic Staff Training and Development at FUGA.

Discussion of Major Findings

The study investigated the effect of TETFund sponsored conference attendance on Academic Staff Development at Federal University Gashua (2014 to 2023). From the analyses of data, a number of findings were arrived at which are discussed below.

On hypothesis I, The study found that Journal Publication does not show statistically significant effects on TETFund Staff Training and Development, as the p-values (0.945) is greater than the conventional threshold of 0.05. Indicating that Journal publication does not strongly correlates with higher levels of academic staff development. This shows that, there is no significant relationship between journal publication and academic staff development at Federal University Gashua. Additionally, the study found that journal publication has no positive and significant effect on the academic staff development at Federal University Gashua. As computation in regression output table above depicted that the t statistics of “Journal publication” stood at **-0.069** with a p-value of 0.945 which is less than 0.05, indicating that the relationship is insignificant. However, the contribution of TETFund sponsorship for journal publication is to a low extent. As depicted in figure 9 above, there is inadequate provision of funds for journal publication sponsorship. Similarly, the records in the university revealed that, as at 2014 to 2024, only 75 academic staff was sponsored by TETFund for journal publication at FUGA respectively. 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

On hypothesis II, the study found that Institutional Constraints also demonstrate a statistically significant positive relationship ($\beta = 0.142$, $p = 0.029$), suggesting that overcoming institutional

constraints can lead to increased Academic Staff Training and Development. This shows that, there is significant effect of institutional constraints on academic staff development at Federal University Gashua. Findings of this study agreed with the submission of Udu and Nkwede (2014), who argued in their work on (Tertiary Education Trust Fund Interventions and Sustainable Development in Nigerian Universities: Evidence from Ebonyi State University, Abakaliki,) that “despite the TETFund intervention, tertiary institutions in Nigeria still lack funds necessary to upgrade the institutions to international standard. This situation is due to the fact that tertiary education is cost-effective and even the funds approved by TETFund are not always fully accessed by beneficiary institutions”.

Conclusion

Based on the findings of the study, it was concluded that the need for academic staff at FUGA to enjoy TETFund sponsored Journal Publication should not be overemphasized, as this will help in improving and enhancing their research capabilities. Since the responsibilities of lecturers in any circumstance is the education of the students. However, the lecturers should possess the up-to date knowledge's skills and competences necessary for the realization of the objectives of the programme. Thus, if the lecturers are lacking the knowledge which is acquired through journal publication then, there could be lost of interest on the part of lecturers, poor academic performances. More so, this clearly indicates that the FUGA lecturers would be producing half bake graduates who would not be able to functions effectively in the 21st century world of work and who may not contribute anything meaningful to the development of an economy driven.

Based on the findings from the analysis of data collected for this study and the results of the tested hypotheses, the researcher concludes that, institutional constraints significantly affect academic staff development at FUGA. If those constraints are resolved, the Intervention on staff development by TETFund will bring changes in the institutions. These include: Acquisition of higher qualifications by staff of the institution for better productivity, Improvement of teaching and learning processes and Staff to learn and update their skills through study fellowship, conference attendance and journal publication become more professional in their respective area of specialization respectively

Recommendations.

From the analysis of the data collected for this study and result of the tested hypotheses, the following recommendations were made:

1. Federal Government through the Tertiary Education Trust Fund (TETFund) should increase the annual normal allocation particularly on Academic content-based interventions like Conference attendance and journal publication in our Tertiary Institutions in order to train significant number of staff for maximum productivity.
2. The Tertiary Institutions should endeavour to access and utilize Funds made available by TETFund for staff development to ensure improvement in the teaching and learning processes.
3. There should be an open-door policy to all lecturers at FUGA to allow them enjoy TETFund sponsored Journal Publication at least, twice in a years to better demonstrate their professionalism, their understanding of the ongoing need for professional learning and the broader roles academics.

4. Finally, TETFund should make provision to allow a tertiary institution to assess missed funds met for the previous year instead of forfeiting such allocations.

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