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Impact of TETFUND Intervention on Academic Staff Training and Development of Selected Universities in North Central Nigeria

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Abstract. Over the years, the educational sector has suffered criminal neglect due culminating to a myriad of challenges like lack of qualified manpower among others. This study examined the impact of TETFUND intervention enhanced staff training and development in north central Nigeria University. The study adopted a combination of ex-post facto and survey research designs, utilizing both primary and secondary data sources. Primary data were collected through structured questionnaires, interviews, and observation, while secondary data were drawn from textbooks, journal publications, university records, and TETFund reports. The study population comprised 2,397 academic staff from Benue State University, Makurdi; Nasarawa State University, Keffi; and the University of Jos. A sample size of 352 respondents was determined using Taro Yamane's formula, and proportional sampling was employed to allocate the sample across the universities. Data were analyzed using descriptive and tabular methods, with results presented textually. Findings revealed that TETFund interventions positively impacted academic staff training and development, particularly through sponsorship for international and local conferences, institutional-based research, Ph.D. programmes, book publications, and scholarly manuscript publications.it was recommended that should strengthens its monitoring and evaluation mechanisms to ensure transparency, accountability, and sustainability of interventions across beneficiary universities, in order to enhance equity in the allocation of resources to bridge disparities in staff development opportunities. Training opportunities should be expanded beyond Ph.D. sponsorship and conferences to include emerging areas such as digital pedagogy, leadership, and specialized professional certifications.

Keywords: TETfund intervention, Staff Training, Staff Development, North Central Universities

1. Introduction

Education remains the cornerstone of national development, with universities playing a central role in producing the skilled manpower required for economic growth, social transformation, and global competitiveness. In Nigeria, universities are expected to serve as centers of knowledge generation, research, and innovation. Tertiary education is a veritable tool for the socio-economic development of any country, it provides high-level manpower training, fostering intellectual capacity, generating innovation and contributing to the nation's to ability to address complex challenges through research and skilled workforce development ultimately driving economic growth and social progress It is therefore, generally accepted that educating the people especially at the tertiary level is a great leap towards achieving robust human capital development especially for an economy that seeks competitive advantage in this globalized world. This implies that sustainable development cannot take place if the human resource required to drive progressive change in the economy is not available. Qualitative tertiary education entails that the products of institutions of higher education should be able to perform according to expected standard and compete favorably with their peers in other countries of the world.

Globally, University education is regarded as engines room of economic and sustainable national development. They transmit knowledge and train the human mind (Johnston, 2005). Tertiary education in Nigeria is a veritable tool for the realization of national development and the promotion of basic research. Over the year's Nigerian government priority to tertiary education i.e. universities among others in terms of funding has declined and has affected the universities to effectively and efficiently perform their duties, particularly the traditional roles of teaching and

research. In an effort to bridge these gaps, the Federal Government of Nigeria established the Tertiary Education Trust Fund (TETFund) in 2011 as a successor to the Education Tax Fund. TETFund is mandated to collect and manage education tax revenue and channel it into critical areas of tertiary education such as infrastructure, research, and academic staff training and development (Isah, 2024; Oyoru, 2024). The staff development component is particularly significant, as it provides opportunities for postgraduate sponsorship, research grants, conference attendance, workshops, and professional capacity-building programs designed to improve the knowledge, skills, and productivity of academic staff (Mac-Ozigbo, Ama, Ifegwu & Igbokwe-Ibeto, 2024).

Over the years, the educational sector has suffered criminal neglect due culminating to a myriad of challenges like lack of qualified manpower among others, Although UNICEF has recommended 26% of annual budget to education, regrettably, budgetary allocation by successive administrations to education has been low. The implication of this is the collapse of qualified manpower. However, their performance has been hindered by chronic underfunding, infrastructural decline, and limited investment in human resource capacity, particularly in the area of staff training and development (Jumare, Ibrahim & Sabonsara, 2019; Olufemi & Ayooluwa, 2021). These challenges have weakened the ability of universities to deliver quality teaching, engage in cutting-edge research, and contribute meaningfully to national development.

Several studies have identified the existence of TETFund intervention on staff training and development in Nigerian tertiary institutions. For instance, Isah (2024) reported that TETFund interventions supported staff training and research in Jigawa State polytechnics, though access challenges persisted. Similarly, Oyoru (2024) found a significant positive impact of TETFund interventions on staff training and development outcomes in Nigerian universities, recommending greater funding allocation. Mac-Ozigbo, Ama, Ifegwu, and Igbokwe-Ibeto (2024) further revealed that TETFund sponsorship of research and overseas training greatly improved staff capacity and performance, but emphasized the need for accountability and effective monitoring. In another study, Jumare, Ibrahim, and Sabonsara (2019) highlighted that TETFund interventions increased the number of staff with higher degrees, enhanced conference participation, and improved teaching delivery in North-West institutions. Likewise, Olufemi and Ayooluwa (2021) demonstrated that TETFund interventions in Southwestern universities facilitated both training and long-term staff development, resulting in significant institutional growth. However, there is dearth in the holistic examination of the impact of TETFUND intervention on staff training and development in North central Nigeria University. Against the backdrop that this study is seek to examine to what extent does TETFUND intervention enhanced staff training and development in north central Nigeria University?

2. Concept of Tertiary Education in Nigeria

Imagine a university without buildings or classrooms or even a library. Imagine a university ten thousand miles away from its students. Imagine a university without academic departments, without required courses or major or grades. Imagine a college open 24 hours a day, seven days a week, 365 days a year. Imagine a college pro posing a bachelor's degree in Individualized Studies or in Interdisciplinary Studies, with a catalogue of more than 4 000 different courses. Imagine a degree valid only for five years after graduation. Imagine a college willing to reimburse its students if they do not find a suitable job within six months after graduation. Imagine a higher education system where institutions are ranked not by the quality of their teachers, but by the intensity of electronic wiring and the degree of Internet connectivity. Imagine a country whose main export earnings come from the sale of higher education services. Imagine a socialist nation which charges market rate tuition fees to obtain full cost recovery in public higher education. Are we entering the realm of science fiction? Or are these evocations real-life stories of revolution in the world of higher education on the eve of the 21st century? In the past few years, many countries have witnessed significant transformations and reforms in their higher education systems, including the emergence of new types of institutions, changes in patterns of financing and governance, the establishment of evaluation and accreditation mechanisms, curriculum reforms, and technological innovations. But the tertiary education landscape is not changing as fast everywhere. Some universities have proudly tried to maintain their traditions, good or bad. At Oxford University, New College is a venerable 16th century institution. At Bob Jones University in South Carolina, interracial dating is still banned. These unbending institutions are not alone; other universities throughout the world have been passive in the face of crisis. The oldest university on the American continent, the Autonomous University of Santo Domingo in the Dominican Republic (established in 1538), is about to collapse under the pressure of its 80 000 students crowding facilities originally designed to

accommodate only 6 000 students. The largest classical university in Latin America, the National Autonomous University of Mexico, was paralyzed for ten months in 1999 2000 by a strike over the Rector's proposal to introduce voluntary tuition fees in an amount equivalent to USD 140 per year. In this rapidly evolving world, what is likely to happen to those higher education institutions which are not willing or able to change?

3. The Concept of Education Challenges

"It was the best of times; it was the worst of times. It was the age of wisdom; it was the age of foolishness..." Charles Dickens There are three majors intertwined new challenges which bear heavily on the role and functions of higher education: i) economic globalization; ii) the increasing importance of knowledge as a driver of growth, and iii) the information and communication revolution.

4. Globalization

Globalization is the complex integration of capital, technology, and information across national boundaries in such a way as to create an increasingly integrated world market, with the direct consequence that more and more countries and firms have no choice but to compete in a global economy. Globalization may not be a new phenomenon. The conquest of America by the Spanish and Portuguese invaders at the end of the 15th century, the triangular cotton and slave trade in the 17th and 18th centuries, the construction of the trans-Atlantic telegraph cable in the 1860s, and the colonization of most of Asia and Africa until the middle of the 20th century were key factors of economic integration and determinants of economic growth on a global scale. But there has undoubtedly been an acceleration of the phenomenon in the past two decades as demonstrated by the increase in international trade and the growing interdependence of capital markets. Emphasizing globalization as an important economic trend does not imply a value judgment, either positive or negative. Many people see this evolution as a major source of opportunities, while critics decry the dangers of inter-dependency and high volatility, such as the risk of transferring financial crises from one country to the other. But globalization is happening, whether one approves of it or not, whether one likes it or not, and every country in the world, every firm, every working person is affected by it and is very likely a part of it. Growing role of knowledge. The second dimension of change is the growing role of knowledge. Economic development is increasingly linked to a nation's ability to acquire and apply technical and socio-economic knowledge, and the process of globalization is accelerating this trend. Comparative advantages come less and less from abundant natural resources or cheaper labor, and more and more from technical innovations and the competitive use of knowledge. The proportion of goods with a medium-high and high level of technology content in international trade has gone from 33% in 1976 to 54% in 1996. Today, economic growth is as much a process of knowledge accumulation as of capital accumulation. It is estimated that firms devote one third of their investment to knowledge-based intangibles such as training, research and development, patents, licensing, design and marketing. In this context, economies of scope, derived from the ability to design and offer different products and services with the same technology, are becoming a powerful factor of expansion. In high-technology industries like electronics and telecommunications, economies of scope can be more of a driving force than traditional economies of scale. New types of companies, called producer services companies, have begun to prosper as providers of specialized knowledge, information and data supporting existing manufacturing firms. Experts see them as the principal source of created comparative advantage and high value added in advanced industrialized economies. At the same time, there is a rapid acceleration in the rhythm of creation and dissemination of knowledge, which means that the life span of technologies and products gets progressively shorter and that obsolescence comes more quickly. In chemistry, for instance, there were 360 000 known substances in 1978. This number had doubled by 1988. By 1998, there were three times as many known substances (1 700 000). Almost 150 000 new "patent equivalents" were added to the Chemical Abstracts data base in 1998, compared to less than 10 000 a year in the late 1960s. Perhaps the best illustration of the short lifetime of new information and products comes from the computer industry, where the monopoly of the Intel micro processing chip has decreased spectacularly in duration with each new version. With its 386 microprocessor, Intel dominated the market for more than three years in the late 1980s. Ten years later its competitive edge lasted only three months with Pentium II. Even more dramatic, Pentium III was supplanted by AMD's Athlon microprocessor after being on the market for only a few weeks. In addition, in many fields the distance between basic science and technological application is narrowing or, in some cases, disappearing altogether. The implication is that pure and applied research is not separate any longer. Molecular biology and computer science are two salient examples of this evolution. The results of a recent survey of technical innovation in US manufacturing firms underscore the strategic

importance of academic research in the development of new industrial products and processes. On average, 19% of new products and 15% of new processes were directly based on academic research. The pro portion was even higher, 44 and 37% respectively, in high technology industries such as pharmaceuticals, instruments and information processing.5 There is also a significant geographical dimension to this relation between academic research and industrial applications. This is underlined by a rich body of evidence on the impact of universities on regional development and the spillover effects of academic research on industrial research and technology and local innovation.6 Information and communication revolution The third dimension of change is the information and communication revolution. The advent of printing in the 15th century brought about the first radical transformation in the way knowledge is kept and shared by people. Today, technological innovations are revolutionizing again the capacity to store, transmit, access and use information. Rapid progress in electronics, telecommunications and satellite technologies, permitting high-capacity data transmission at very low cost, has resulted in the quasi abolition of physical distance. Sixty years ago, a phone call from New York to London cost the equivalent of USD 300 per minute, today that same call costs only five cents per minute. In 1985, the cost of sending 45 million bits of information per second over one kilometer of optical fiber was close to 100 dollars; in 1997, it was possible to send 45 000 million bits per second at a cost of just 0.05 cents. For all practical purposes, there are no more logistical barriers to information access and communication among people, institutions and countries.

5. Literature Review

5.1 Concept of Staff Training

Staff training is universally regarded as a strategic investment for organizations seeking to enhance employee performance and achieve long-term institutional goals (Ujunwa, 2024; Nzimakwe & Utete, 2024). Unlike basic orientation, it represents a structured process designed to strengthen employees' knowledge, skills, and competencies, thereby improving their effectiveness and the overall performance of the organization (Kisasilla & Mutarubukwa, 2024).

Training serves both corrective and developmental purposes. Corrective training addresses gaps in knowledge or performance deficiencies, while developmental training equips employees with new competencies to adapt to emerging technologies, innovative practices, and dynamic workplace environments (Kisasilla & Mutarubukwa, 2024). This dual role ensures that training is not merely reactive but also forward-looking, preparing organizations for future challenges.

Equally important, effective training aligns with organizational strategy. By linking individual development to institutional objectives, training ensures that investments in human capital translate into measurable improvements in productivity, innovation, and service delivery (Xu, 2010). This alignment enhances the efficient use of resources and guarantees that the benefits of training extend beyond individual employees to the broader organization.
In addition, training facilitates knowledge transfer and organizational learning. Staff who receive systematic training often disseminate acquired skills and insights to colleagues, creating a multiplier effect that strengthens teamwork and collective capacity. Well-designed training programs also foster motivation, commitment, and professional identity, as employees recognize their institution's investment in their personal and career growth.

In the context of today's competitive, technology-driven environment, staff training is no longer optional but a strategic necessity. Organizations that neglect continuous training risk stagnation, reduced adaptability, and diminished competitiveness. Conversely, institutions that prioritize training strengthen their resilience, sustain employee performance, and secure long-term organizational success.

5.2 Concept of Staff Development

Staff development is a continuous and strategic investment aimed at improving employees' skills, knowledge, and competencies, thereby enhancing organizational performance while supporting individual career growth (Kasmin, 2021; Ujunwa, 2024; A & Sambaiah, 2024). It includes activities such as training programs, workshops, mentoring, and continuing education, all designed to align employee capabilities with organizational objectives and respond to the evolving demands of modern industries (Ujunwa, 2024; Hasman et al., 2024). Beyond improving current performance, staff development equips employees for future roles and prepares them to address emerging challenges (Sabri et al., 2024).

Investing in staff development yields multiple benefits, including improved employee retention, higher productivity, and greater job satisfaction (Kowtha, 2018; Ujunwa, 2024; Pujianto, 2024).

Organizations that prioritize workforce development are better positioned to remain competitive, foster innovation, and adapt to changing market conditions (Karimova, 2022; Bessonova & Chernata, 2021). Such investments also nurture a culture of continuous learning, strengthening employee loyalty and contributing to long-term organizational resilience (Jones et al., 1997; Matejić & Ćurčić, 2023; Vanitha & Ganesh, 2024).

The effectiveness of staff development depends on several key components. Conducting needs assessments ensures that training addresses relevant skill gaps and aligns with organizational priorities (Coates, 2012; Rijdt et al., 2013). Equally important is cultivating a supportive learning environment where employees feel encouraged to innovate and share knowledge without fear of failure (Ranasinghe et al., 2024; Noesgaard & Jørgensen, 2023). Providing regular feedback and coaching further reinforces learning, enabling employees to refine their skills and sustain performance improvements (Biz et al., 2024).

Advances in technology have significantly reshaped staff development practices. E-learning platforms, virtual training sessions, and digital resources provide flexible and cost-effective opportunities for continuous learning (Leon, 2023; Ranasinghe et al., 2024; Gandía et al., 2024). These tools also allow for personalized learning pathways, accommodating diverse professional needs and learning preferences (Zheng et al., 2023; Yang et al., 2023; Poulose et al., 2024). However, reliance on technology can be limited by inadequate digital infrastructure or insufficient digital literacy among staff, which may reduce program effectiveness.

Despite its promise, staff development initiatives face persistent challenges such as inadequate funding, weak managerial support, and employee resistance to change (Neagu, 1986; Coomber, 2018). Overcoming these barriers requires strong leadership commitment, effective communication, and alignment of training programs with organizational goals (Griffith, 2004; Anužienė et al., 2021). Continuous evaluation and impact assessment are equally vital, not only to ensure program relevance but also to demonstrate return on investment and justify sustained funding (Rostek & Kladiuko, 1988; Talent et al., 2024; Mabindisa, 2022).

5.3 Impact of TETfund Intervention on Staff Training and Development

TETFund interventions have materially strengthened staff training and development across Nigerian tertiary institutions (Alabi et al., 2024; Shuaibu & Abuhuraira, 2024; Olamide & Olaniran, 2024). Conceived to mitigate chronic underfunding, these interventions target human capital formation enhancing academic staff knowledge, pedagogical skill, and research competence with the broader aim of improving the quality of teaching, learning, and research outputs and positioning Nigerian universities for global competitiveness (Agba et al., 2023; Isiaka et al., 2020).

Several studies consistently link TETFund-sponsored trainings, workshops, and conference participation to improved classroom delivery, curriculum currency, and adoption of active learning methods (Alabi et al., 2024; Shuaibu & Abuhuraira, 2024). Institutions report better alignment of course content with industry and societal needs, reflecting an incremental shift from content transmission to competency-oriented teaching (Uzochukwu et al., 2016). In this way, the interventions have helped reshape pedagogical practices and enhance teaching effectiveness across many Nigerian tertiary institutions.

TETFund support has also expanded opportunities for research design training, grant writing, and dissemination, contributing to higher research throughput, collaboration, and visibility (Alabi et al., 2024). Through institution-based research and conference sponsorship, staff gain exposure to frontier methods and peer networks, which reinforces publication pipelines and knowledge transfer (Shuaibu & Abuhuraira, 2024). By supporting research capacity, TETFund has helped institutions strengthen their academic reputation and global competitiveness.

Findings further indicate that structured training pathways and postgraduate scholarships (Master's/PhD) accelerate academic credentialing, tenure progression, and leadership readiness among faculty (Isiaka et al., 2020; Christianah & Olufunmilola, 2023). These effects ripple across departments as trained staff mentor colleagues, creating internal multipliers for capability development (Abdulrahman et al., 2022). Thus, professional growth is not only personal but also institutional, as knowledge sharing fosters broader development.

Scholarship schemes remain a flagship component of TETFund interventions, with reports showing sponsorship of about 30,000 Master's and PhD scholars locally and internationally, thereby enlarging the pool of highly qualified academics (Isiaka et al., 2020; Christianah & Olufunmilola, 2023). Beyond degree programs, nearly 150,000 academic and non-academic staff have benefitted from conferences and workshops, expanding methodological toolkits,

pedagogical innovations, and professional networks (Olufunmilola & Christianah, 2023). These engagements have had immediate impacts on classroom practice and research dissemination, showing how TETFund integrates both long-term and short-term staff development strategies (Abdulrahman et al., 2022).

Support for institution-based research and book development/publications addresses foundational knowledge infrastructure, enabling departments to sustain inquiry and locally relevant scholarship (Alabi et al., 2024). Such investments complement staff training by providing the material and intellectual ecosystem necessary for research-led teaching. In essence, TETFund strengthens both the human and infrastructural bases of Nigerian tertiary institutions, creating an enabling environment for effective teaching and research.

The literature also identifies several reinforcing mechanisms that link TETFund interventions to outcomes. Accredited training builds disciplinary and methodological depth (Isiaka et al., 2020), while professional socialization through conferences expands collaboration and co-authorship opportunities (Olufunmilola & Christianah, 2023). In addition, trained staff diffuses practices through peer mentoring and departmental seminars (Uzochukwu et al., 2016), while research and publication support boosts institutional capacity to attract further grants and partnerships (Alabi et al., 2024). These mechanisms show how TETFund interventions yield both direct and indirect benefits to institutions.

While there is broad agreement that TETFund improves staff competence, research output, and teaching effectiveness (Alabi et al., 2024; Shuaibu & Abuhuraira, 2024; Olamide & Olaniran, 2024), some studies point to challenges that constrain its impact. These include uneven access across institutions and disciplines, administrative bottlenecks, and the absence of effective tracking mechanisms to ensure post-training utilization (Agba et al., 2023; Isiaka et al., 2020). Moreover, without complementary enablers such as modern laboratories, digital libraries, and time release for research, the full benefits of training may remain limited (Uzochukwu et al., 2016; Abdulrahman et al., 2022).

Taken together, evidence portrays TETFund as a pivotal lever for human capital development in Nigerian higher education. Scholarships and targeted trainings have expanded academic qualifications and pedagogical quality, while research support has improved scholarly productivity and institutional visibility. To sustain and amplify these gains, the literature suggests strengthening equitable access to reduce institutional disparities, embedding monitoring and evaluation frameworks to track outcomes, and integrating staff development with research infrastructure and workload policies to maximize returns (Agba et al., 2023; Isiaka et al., 2020; Abdulrahman et al., 2022)

6. Empirical Review

Sulaiman and Musa, (2024). Assessing the Transformative Impact of TETFund Intervention on Academic Staff Training and Development in North-West Nigerian University. The study adopted survey research design, primary method of data collection through questionnaires. The data was presented in simple percentage with the aid of SPSS, Simple regression analysis was used to test the Hypothesis with the aid of Statistical Package for Social Science (SPSS). Findings from the study revealed that, there is significant positive effect relationship between TETFund intervention and academic staff training and development of the Universities in the North-West. The statement of the null hypothesis that Tetfund has no significant effect on Academic staff training and development was rejected. The study recommends that, TETFund should increase the level of intervention on academic staff training and development in the North West Universities. Training is a significant factor for the increase of academic performance (you can't give what you don't have) in order to make learning conducive and standard for both teaching staff and the students to achieve their learning objectives.

Isah (2024) examined the effects of the Tertiary Education Trust Fund (TETFund) Intervention Policy on Academic Staff Development in Polytechnics, Jigawa State, Northwestern Nigeria. Data were obtained from documents on interventions collected from polytechnics in the state, which satisfied the requirements of this conceptual research. The study explored the effectiveness of TETFund policies in promoting educational research, staff training, and development within the polytechnics, while also highlighting challenges encountered in accessing interventions, which to some extent hinder academic staff development. It was recommended that adequate access to TETFund interventions should be ensured for staff development in Jigawa State and extended to other states in the federation.

Oyoru (2024) investigated the contributions of TETFund interventions to the training and development of academic staff in Nigerian universities between 2009 and 2022. Data were collected using a

structured questionnaire based on a five-point Likert scale, with closed-ended questions. Simple linear regression was employed to analyze the data. The findings revealed that TETFund interventions had a positive and significant effect on academic staff development in Nigerian universities. The study recommended that stakeholders in the Nigerian education sector allocate more funds to TETFund interventions to further enhance academic staff development outcomes.

Mac-Ozigbo, Ama, Ifegwu, and Igbokwe-Ibeto (2024) examined TETFund Intervention and Academic Staff Training and Development in selected federal universities in Nigeria (2018–2022). The study adopted a descriptive survey design, relying on both primary and secondary data. A multi-stage sampling technique was used to select the sample population. Data were presented in frequency tables and percentages, while Pearson Product Moment Correlation Coefficient (PPMC) was employed with the aid of SPSS (version 20.0) to test the hypotheses. Findings showed that TETFund sponsorship of research had a significant positive impact on academic staff development in Nnamdi Azikiwe University, Awka, and the National Open University of Nigeria (2018–2022). It also established that overseas sponsorships for staff development significantly enhanced the performance of beneficiaries. The study recommended the establishment of university-level committees to ensure transparency and accountability in disbursement of funds, as well as monitoring of the quality of research output from beneficiaries. Additionally, it suggested that TETFund should collaborate with the Ministry of Foreign Affairs and host countries to ensure the timely return of beneficiaries upon completion of their studies.

Jumare, Ibrahim, and Sabonsara (2019) studied the impact of TETFund interventions on staff training and development in tertiary institutions in Northwestern Nigeria. The study adopted a descriptive research design, with a population of 1,241 lecturers, from which a sample of 423 was drawn using the Research Advisor's Table. A self-developed, structured questionnaire validated by experts in Educational Administration and Planning at Ahmadu Bello University, Zaria, was used to collect data. The data were analyzed using frequencies and simple percentages. The findings revealed that TETFund interventions significantly contributed to staff acquisition of higher degrees, improved teaching methods, and enhanced staff skills through conference attendance. The study recommended that the Federal Government, through TETFund, should increase annual allocations, particularly for staff training and conference attendance, to build staff capacity and improve productivity in tertiary institutions.

Olufemi and Ayooluwa (2021) examined TETFund intervention policy and staff development in selected federal universities of Southwestern Nigeria through an empirical study. A mixed-methods approach was employed, using questionnaires, interviews, and secondary data across University of Ibadan, Obafemi Awolowo University, and University of Lagos. From a total population of 13,345 staff, a sample of 1,098 respondents was determined using Taro Yamane's formula, while Deputy Vice-Chancellors (Academic) and TETFund desk officers were interviewed. Data were analyzed using descriptive and inferential statistics alongside content analysis. Findings revealed that TETFund interventions focused on revamping collapsed infrastructure, providing new facilities, and enhancing staff development through training, retraining, and conference sponsorship. The results showed a significant positive effect of TETFund on staff development in the studied universities ($rs = 0.1399$, $p < 0.05$). The study recommended sustaining and expanding TETFund interventions, with increased funding for staff capacity building, transparent management of allocations, equitable resource distribution, and continuous monitoring and evaluation to maximize the impact on institutional growth.

7. Theoretical Framework

The theoretical framework to be adopted is the elite theory. The study of the elite came into being in the early nineteenth century and early twentieth century due to the writing of the two sociologists of Italy, namely; vilified Pareto and Gaetano Mosca. Besides that, Burnham and Wright mills have made their contributions. Contemporary scholars such as Ikelegbe and Coventry have also made assertions on this theory. Though, there are differences of opinion amongst them, the common theme of all of them is that every society is ruled by a minority that possesses the qualities necessary for its succession to find social and political power. Those who get to the top are always the best and their vision and mission over rides that of the majority. These are the elites, who doubled as development formulators and implementers.

All public development policies are designed to suit elite's interest as asserted by Ikelegbe (1996). Pareto (1945) held the opinion that every society, there are people who possess in a marked degree the quality of intelligence characters, skills, capacity or whatever kind. According to him, there are in every civilized community artistic, sporting scientific elite and also a

relatively small group of persons who dominate the political economic forces of the country. He argues that the elite possess certain qualities on the basis of which they came at top and their decisions on development are geared towards their interest.

Like Pareto, Mosca (1958:194) is of the opinion that new interest and ideal are formulated in the society, new problems arise and the process of circulation of elite is accelerated. He also advised the governing elite to bring about the desired change by implementing policies that have human face and it shall always conform to growth and development.

The reason for picking this theory is to show how education developments policies are formulated and implemented in societies like Nigeria were elite dominate is evidence. The elite theory regard development as having been stimulated and aggravated by the elite (most of the contending issues in education development have same basic theoretical expositions and varied; it is therefore necessary that Tertiary Education Trust Fund development in various institutions must be understood on the theoretical premises of academic distinction. This research adopted the elite theory as best instrument in the understanding of educational development in our institution of learning.

8. Research Methodology

The study adopted an ex-post facto and survey research design. The ex-post facto design enabled the researcher to access already collected data and published materials relevant to the study, while the survey design involved administering questionnaires, conducting interviews, and using observation techniques to gather information on respondents' attitudes, opinions, and experiences. Both primary and secondary data collection methods were employed; the questionnaire, divided into two sections (Section A: demographic information and Section B: provision of physical infrastructure), was structured on a four-point Likert scale ranging from Strongly Agree to Strongly Disagree, while observation was conducted through visits to the selected universities to assess the extent of infrastructural development funded by TETFund. The study population comprised all academic staff in three universities such as Benue State University, Makurdi; Nasarawa State University, Keffi; and the University of Jos with a total population of 2,397 as of March 12, 2023 which was presented in the below table:

S/No	University	Total Number of Academic Staff	Percentage %
1.	Nassarawa State University	580	24.2
2.	University of Jos	1337	55.8
3	Benue State University	480	20
Total		2397	100

***Source**: Field Survey, 2025*

The sample size in this research will play significant role in using primary source of data to help seek responses from the use of questionnaires. The total number of academic staff form part of the respondents in this study that was issued questionnaires, and in determining the sampling size, the researcher will use Taro Yamane Formula to determine the sample size from the population.

Additional 10% will be added to the sample size in order to take care of the margin of error, as suggested by Israel (2013).

Yamane's Formula for Determining Sample Size

$$n = \frac{N}{1 + N(e)^2}$$

Where

n = Sample size

N = Population

1 = Constant

E = Margin of error (level of significance)

Source: Yamane, (1967), cited in Abubakar (2012).

The total population of the academic in three universities under study is 2397. Base on this population the sample size will be given as thus:

$$n = \frac{2397}{1 + 2397(0.05)^2}$$

$$n = \frac{2397}{1 + 2397(0.0025)}$$

$$n = \frac{2397}{1 + 5.9925}$$

$$n \quad 2397$$

6.9925
Therefore, n = 342
10% of =34.3 of the sample size
Total sample size is 342+10=352.
Sampling Technique
This research will adopte the proportional sampling technique in the distribution to the selected sample size among academic staff of three universities

$$nh = \frac{Nhn}{N}$$

Where:
nh= Sample size allocated to each component unit
NH=Population size of each unit n=Total sample size
N=Total population size
Therefore, the sample allocation to each unit of the sample was determined and presented on the table below:

Table 3.2: Sample Size Determination

S/No	University	Total Number of Academic Staff	Total
1.	Nasarawa State University	85	85
2.	University of Jos	196	196
3	Benue State University	71	71
Total		352	352

***Source**: Field Survey, 2025*

The study utilized both primary and secondary sources of data. Primary data were obtained through structured questionnaires, observation, and consultations with TETFund desk officers in the selected universities, while secondary data were drawn from textbooks, journal publications, and articles from local and international research institutes, commentaries from newspapers and magazines, websites, university records, as well as TETFund publications on normal and special interventions, allocation, and disbursement. Data collected were analyzed using descriptive and tabular presentations, with findings summarized in tables and discussed textually. The analysis was based on results derived from the questionnaire, observation, and document review, after which a comprehensive report of the findings was compiled.

9. Result

The presentation of data collected using the questionnaire revealed that out of the 353 copies of questionnaire distributed to respondents,342 copies, representing 96.9% of the questionnaire administered were completely filled and returned for the analysis. The distribution of the returned copies of the questionnaire is shown in Table 1 below.
Table 1: Summary of Questionnaire Distributed and Returned

SN.	Name of institution	Copies Administered	Copies Returned	Percentage (%)
1	University of Jos	196	190	57.3
2	Nasarawa State University	85	79	23.1
3	Benue State University	71	67	19.6
	Total	352	342	100.0

***Source:** Field Survey, 2025*

Table 1 revealed that a total of 352 copies of the instrument were distributed to respondents in the three selected Universities. Out of the 196 copies administered in University of Jos,190 representing 57.3% were retrieved, out of the 85 distributed in Nasarawa State University,79 copies representing 23.1% were returned and in Benue State University, out of the 71 administered,67 copies representing 19.6% were returned. This implies that a total of 342 copies of the questionnaire were returned.

Table 2: Results of Analysis of Socio-Demographic Data of Respondents

Variable		Frequency (n=342)	Percentage (%=100)
Gender	Male	212	62.0
	Female	130	38.0
Age Bracket	18-34 years	5	1.5
	35-44 years	109	31.9
	45-54 years	171	50.0
	55 years and above	57	16.7

Marital Status	Married	181	52.9
	Single	110	32.2
	Widow/Widower	31	9.1
	Separated/Divorced	20	5.8
Rank	Graduate Assistant	23	6.7
	Lecturer II	66	19.3
	Lecturer I	78	22.8
	Senior Lecturer	73	21.3
	Associate Professor	57	16.7
	Professor	45	13.2
Working Experience	Less than 10 years	50	14.6
	11-20 years	189	55.3
	21years and above	103	30.1
Institution	University of Jos	196	57.3
	Nasarawa State University	79	23.1
	Benue State University	67	19.6

Source: *Field Survey, 2025*

The findings from the analysis of socio-demographic data of the respondents revealed that 62.0% of the respondents were male and 38.0% were female,1.5% were within the age bracket of 18-34 years,31.9% were aged 35-44 years,50.0% were aged 45-54 years and only 16.7% on the other hand were within the age bracket of 55 years and above. This implies that majority of the respondents were male respondents within the age bracket of 45-54 years. Furthermore, it was found that 52.9% were married,32.2% were single,9.1% were widows/widowers and 5.8% were either separated or divorced respectively.

Also, it was found that 6.7% were graduate assistants,19.7% were lecturer II,22.8% were lecturer I and 21.3% were senior lecturers,16.7% were associate professors and only 13.2% of them were full professors in the universities selected. Similarly, the results revealed that 14.6% of the respondents have worked for less than 10 yeaars,55.3% had 11-20 years of working experience and 30.1% on the other hand have worked for 21 years and above. Moreso, it was revealed that 57.3% were selected from the University of Jos,23.1% from Nasarawa State University and 19.6% of the respondents were from Benue State University. This means majority of the respondents were from the University of Jos, probably because it is the oldest and the only Federal University amongst the Universities selected for the study.

10. Results of Analysis of Research Questions

Research Question One: What is the impact of TETFund intervention on academic staff training and development in universities in North-Central Nigeria?

Table 3: Mean Rating of Impact of TETfund on Staff Training and Development

SN.	Statement of Items	Mean	Std. Dev.	Decision
1	TETfund sponsors international conferences	3.099	0.871	Agree
2	TETfund sponsors local conferences	3.094	0.865	Agree
3	TETfund sponsors institutional-based Research	2.851	0.949	Agree
4	TETfund sponsors lecturers for Ph.Dprogrammes	3.152	0.846	Agree
5	TETfund intervenes in lecturers book publication	3.163	0.870	Agree
6	TETfund publishes scholarly manuscripts	3.143	0.886	Agree
	Cumulative Mean	3.084		

Source: *Researcher's Field Survey, 2025*

The results of analysis of impact of TETFund intervention on academic staff training and development in universities in Table 5 showed that TETfund intervenes in lecturers book publication (X=3.163), TETfund sponsors lecturers for Ph.D programmes (X=3.152), TETfund publishes scholarly manuscripts (X=3.143) and that TETfund sponsors international conferences (X=3.099). The findings also revealed that TETfund sponsors local conferences (X=3.094) and institutional-based Research (X=2.851) all with the aim of training and developing staff of universities in the study Area. However, since the cumulative mean value of 3.084 for the items is greater than the criterion mean which is 2.5, the study concluded that TETFund intervention had positively impacted on academic staff training and development in universities in North-Central Nigeria.

Results of Hypotheses Testing

TETFund intervention has no significant impact on Staff training and development in universities in North-Central Nigeria.

Table 4: Results of Chi-Square Statistic of Impact of TETFund Interventions on the Staff Training and Development

Rating	FO	FE	Df.	χ^2	p-value	Decision
Strongly Agree	22	85.5				
Disagree	34	85.5	3	159.474	.000	HO Sig.
Agree	6	85.5				
Strongly Agree	130	85.5				
Total	342					

p<0.05

The results of hypothesis testing in Table 8 indicated that $\chi^2(3=159.474,p=.000)$, which implies that $p<0.05$;hence the null hypothesis was rejected and the conclusion drawn is that TETFund intervention has significant impact on Staff training and development in universities in North-Central Nigeria. Justifying these empirical findings, the descriptive analysis revealed that TETfund had intervened in the Areas of book development and publications, institution-based research, sponsoring academic staff for local and international conferences and for Ph.D programmes amongst others.

11. Discussion of Findings

The results of this study established that TETFund interventions have a significant impact on staff training and development in universities across North-Central Nigeria. This outcome aligns with the descriptive statistics of Sulaiman and Musa (2024), who found that TETFund interventions significantly enhanced academic staff training and development in North-West Nigerian universities. Both studies converge on the position that staff training is critical to academic performance and institutional growth. Similarly, the findings corroborate Oyoru (2024), who demonstrated that TETFund interventions had a positive and significant effect on staff development in Nigerian universities, further validating the transformative role of the Fund across different regions. The results also align with those of Mac-Ozigbo, Ama, Ifegwu, and Igbokwe-Ibeto (2024), who reported that TETFund sponsorship of research and overseas training had a marked impact on the performance of academic staff in federal universities. The emphasis on research development and advanced training resonates with the present study's evidence of conference sponsorship and Ph.D. programmes as central intervention areas.

This study also agrees with Jumare, Ibrahim, and Sabonsara (2019), whose findings indicated that TETFund interventions facilitated the acquisition of higher degrees, improved teaching methodologies, and enhanced academic staff skills. Likewise, the results correspond with Olufemi and Ayooluwa (2021), who found that TETFund interventions significantly improved staff training and development in Southwestern universities, confirming the nationwide relevance of these interventions.

However, some points of divergence emerge. While the current study and most of the reviewed works affirm the positive impact of TETFund, Isah (2024) identified challenges in accessibility that limited the full benefits of interventions in polytechnics in Jigawa State. This contrasts slightly with the present findings, which did not highlight accessibility issues but rather emphasized the significant positive outcomes. This suggests that although the overall impact of TETFund interventions is widely recognized across Nigeria, regional and institutional differences may influence the extent to which these benefits are fully realized.

12. Conclusion

The findings of the study reveal that TETFund interventions have had a significant and positive impact on staff training and development in universities across North-Central Nigeria. The rejection of the null hypothesis confirmed that these interventions are not only relevant but also effective in addressing the challenges of academic staff capacity building. The descriptive evidence further revealed that TETFund support has been instrumental in critical areas such as book development and publications, institution-based research, sponsorship for local and international conferences, and Ph.D. programmes. These interventions have enhanced staff qualifications, strengthened research capacity, and contributed to the overall academic growth of the beneficiary institutions. However, while the interventions have been impactful, gaps remain in equitable distribution, sustainability, and monitoring of these programmes.

13. Recommendations

Based on the findings, it is recommended that TETFund should strengthens its monitoring and

evaluation mechanisms to ensure transparency, accountability, and sustainability of interventions across beneficiary universities, in order to enhance equity in the allocation of resources to bridge disparities in staff development opportunities. Training opportunities should be expanded beyond Ph.D. sponsorship and conferences to include emerging areas such as digital pedagogy, leadership, and specialized professional certifications, while greater emphasis should be placed on funding collaborative and problem-solving research that addresses national development needs. Sustained and timely government funding is crucial to prevent interruptions in training initiatives, and universities themselves should strengthen internal policies to maximize the utilization of TETFund interventions by aligning them with institutional strategic plans and long-term human capital development goals.

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