

Effect of Tertiary Education Trust Fund (TETFUND) Intervention on the Performance of Academic Staff of Ramat Polytechnic Maiduguri, Borno State, Nigeria with reference to Volume of Publications

¹Khadijah Eyitayo Aminu, ²Professor Ayuba A. Aminu

¹Department of Remedial Studies (Arts) Ramat Polytechnic Maiduguri, Borno State, Nigeria

²Department of Business Administration, Faculty of Management Sciences, University of Maiduguri,
Borno State, Nigeria

ABSTRACT

There is a general decay in human and material resources in Nigeria tertiary institutions due to poor funding. The tertiary education Trust Fund (TETFUND) is an intervention agency under the Education Trust Fund meant to assist all tertiary institutions in Nigeria to develop with the provision of infrastructural facilities. The Fund was aimed at been a way out of crises in the educational sector in Nigeria. As such, this study was set to assess the effect of TETFUND intervention on the performance of Academic Staff of Ramat Polytechnic Maiduguri, Borno State. The study used descriptive and inferential statistical tool for data analysis. The data collected were analysed using regression analysis with the aid of statistical package for social science (SPSS). The finding of the study revealed that research grant received has significant positive effect of TETFUND intervention on the performance of academic staff in terms of research output. Therefore, the study recommended that TETFUND should provide more research grants for academic staff on regular basis and that publication grants should be available to staff who develop manuscripts as at when due. This should include sponsorship in conferences, workshops and seminars both local and international, similarly, Ramat Polytechnic.

Keywords: *TETFund Performance, Intervention, Training and development*

I. INTRODUCTION

All organizations worldwide are striving for success. In order to achieve this success, organizations have to obtain and utilize her human resources effectively. In so doing, employers need to pay special attention to all the core functions of human resource management, which can lead to the attainment of organizational goals. One of the core functions of human resource management is training. Training is a learning process that involves the acquisition of knowledge and skills that can enhance the performance of employees. Federal government of

2nd International Conference on Multidisciplinary Research (ICMR-2018)

Mahratta Chamber of Commerce, Industries and Agriculture, Pune (India)



08th - 09th September 2018

www.conferenceworld.in

ISBN :978-93-87793-45-3

Nigeria has over the years put in place several measures to boast the advancement of Educational sector in Nigeria. One of such is the TETFUND intervention. The paucity of empirical evidence on the possible effect of this intervention on the beneficiaries may be a reason why the government reduced the volume of funding in 2015, as there have been many criticisms on the allocation of funds from the funding institutions. As such, it becomes imperative to ascertain if those that have benefited from the intervention have reflected this in their output. Halidu, (2015) found out that there is a positive relationship between training and performance while Abdulsalam, (2012) found a negative relationship.

Performance of highly skilled academic staff with basic information and routines of the teaching prepares him for the challenges of complex modern methods, which require an integration of activities, persons or diverse and specialized competence. In support of training Kathman (2002) stated that organizations that do not provide sufficient training opportunities for employees are doing themselves a disservice. This organization may miss out employees that are dedicated to their job. Through sufficient training employees learn how to use the organizational resources effectively and efficiently, if training needs are not met it prevents the organization from achieving its desired output. To prevent the loss of staff to another institution, there is need for institutions of higher learning to design well-planned training programs that can enhance great performance. This study therefore aims at finding out the effect of TETFUND intervention on performance of academic staff of Ramat Polytechnic Maiduguri, Borno State.

II. LITERATURE REVIEW

TET Fund was established to serve as an Intervention Agency under the Education Tax Act No. 7 of 1993. Tertiary Education Trust Fund (Establishment, etc.) Act, 2011 repeals the Education Tax Act Cap. E4, laws of the Federation of Nigeria, 2004 and Education Tax Fund Act No. 17, 2003 and establishes the Tertiary Education Trust Fund charged with the responsibility for managing, disbursing and monitoring the education tax to public tertiary institutions in Nigeria. To enable the TETFUND achieve the above objectives, TETFUND Act, 2011 imposes a 2 percent (2%) Education Tax on the assessable profit of all registered companies in Nigeria. The Federal Inland Revenue Service (FIRS) is empowered by the Act to assess and collect Education Tax. The fund administers the tax imposed by the Act and disburses the amount to tertiary educational institutions at Federal and State levels. It also monitors the projects executed with the funds allocated to the beneficiaries.

The mandate of the fund as provided in section 7 (1) (a) to (e) of the TETFUND Act, 2011 is to administer and disburse the amount in the fund to Federal and State tertiary educational institutions, specifically for the provision and maintenance of the following:

- 1) Essential physical infrastructure for teaching and learning;
- 2) Instructional material and equipment;
- 3) Research and publication;
- 4) Academic Staff Training and Development;

2nd International Conference on Multidisciplinary Research (ICMR-2018)

Mahratta Chamber of Commerce, Industries and Agriculture, Pune (India)



08th - 09th September 2018

www.conferenceworld.in

ISBN :978-93-87793-45-3

- 5) Any other needs which, in the opinion of the Board of Trustees, is critical and essential for the improvement of quality and maintenance of standards in the higher educational institutions (<http://TETFUND.gov.ng>, Saturday, February 1, 2014).

III. CONCEPT OF PERFORMANCE

The vital resource to any organization is its work force. They have a regular role to play which comprises the organization's success. Afshan et al (2012) defines performance as "The achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed. Employees performances manifested in improvement in production, easiness in using the new technology and highly motivated worker. In analyzing the concept of employee performance as submitted by Armstrong (2000) employee performance is viewed in terms of outcomes as well as in terms of behaviour. As postulated above Kenny (1992) stated that employees' performance can be measured against the performance standards set by the organisation. The performance indicators are used to indicate in observable behaviours, the types and quality of performance associated with performance standards. Thus, performance indicator is a tangible behaviour that can be observed or documented to determine the degree to which the standards are met. There are numerous criteria for measuring the performance of education process. Those criteria have been thought out by different studies. In the studies of McNay (1997), Willin, Taylor (1999) and Mergen et al (2000). These criteria can be divided into three groups: teaching, research and consultancy services. In Ramat Polytechnic standards are set for performance and they are measured in terms of publications, research output, teaching, higher qualification, supervision and consultancy services.

IV. TETFUND AS STRATEGY FOR TRAINING TERTIARY INSTITUTION STAFF

Tertiary Education trust fund (TETFUND) was established as an intervention agency under the TETFUND Act tertiary education trust fund (establishment) Act 2011. Charged with the responsibility for managing, disbursing and monitoring the education tax to public tertiary institutions in Nigeria. To enable the TETFUND achieve the above objectives, TETFUND Act 2011 imposes a 2% education tax on the assessable profit of all registered companies in Nigeria. The Federal Inland Revenue services (FIRS) is empowered by the Act to assess and collect education tax. The fund administers the tax imposed by the Act and disburses the amount to tertiary educational institutions at federal and state levels. It also monitors the projects executed with the funds allocated to the beneficiaries. It does this by:

- i. Providing funds for educational facilities and infrastructural development;
- ii. Promoting creative and innovative approaches to educational learning and services;
- iii. Stimulation, supporting and enhancing improvement activities in educational foundation areas like teacher education, teaching practices, library development, etc.
- iv. Championing new literacy enhancing in scientific information and technology literacy areas.

2nd International Conference on Multidisciplinary Research (ICMR-2018)

Mahratta Chamber of Commerce, Industries and Agriculture, Pune (India)



08th - 09th September 2018

www.conferenceworld.in

ISBN :978-93-87793-45-3

V. TETFUND PUBLICATIONS GRANTS AND PERFORMANCE

Publication output is one of the strong determinants of productivity of academicians. The researcher by disseminates his findings either through oral presentations at conference, workshop and seminar or inform of publications in journals as well as theses and dissertations, reports or books. The fruits of research and scholarship are new knowledge and facts, which are disseminated to the academic community through scholarly publications. Publications have been a source of information that is constantly changing the face of the world engineering growth, progress, development and unimproved society. Besimoglu (2007) the publication of research results is a significant link between the areas of communication and academic awards, thus academic societies were founded to encourage communication amongst their members. Perry et al (2000) showed that academic staff viewed successful research as an important factor in evaluation and believed that publications are an essential requirement for promotions. In the same light Oloruntoba (2006) asserted that evidence of scholarly publications is presented on a three-year basis as a criterion for promotion of lecturers in the Nigerian Universities. Furthermore, Sulo-Tetal (2012) concluded that the staff qualifications, research environment, funding and time available to staff are largely determined by publication rates and faculty scholarly performance has traditionally been assessed by straight counts” of publications. The publications rates are used by institutions as an indicator of the institutions performance and are important criteria in securing external funding from government Kyrik (2003). With the emphasis on productivity, the number of publications is frequently used as an indicator of quality in research. Publication of every lecturer largely determines his/her promotion based on the policy of “publish or perish.”

VI. METHODOLOGY

The study was carried out in Maiduguri, the Borno State, located in the North Eastern part of Nigeria. The city hosts four (4) out of the many tertiary institutions owned by the state. These include Ramat Polytechnic, Kashim Ibrahim College of Education, Mohammed Goni College of Islamic Studies and College of Agriculture. Ramat Polytechnic Maiduguri was initially established as government technical college in January 1973 by the defunct North-eastern State Government, offering basic and intermediate courses leading to award of city and Guilds London Certificates to meet the middle level work force needs of the state. The Government Technical College was upgraded and renamed Ramat College of Technology in April, 1978 by then the Borno State government to immortalize the name of Late General of the State Murtala Ramat Mohammed and became polytechnic in august 1979. The population of this study is the total number of academic staff of Ramat Polytechnic sponsored by TETFUND through Research Grant, Publication Grants or Study Fellowships within and outside Nigeria. There are two hundred and ninety (290) from which 171 were selected as sample elements with the use of the Guilford and Flrucher formula. Survey method was employed to collect data for this study using a five (5) point Likert scale questionnaire while descriptive statistics and multiple regressions used for data analysis.

VII. PRESENTATION AND ANALYSIS OF DATA

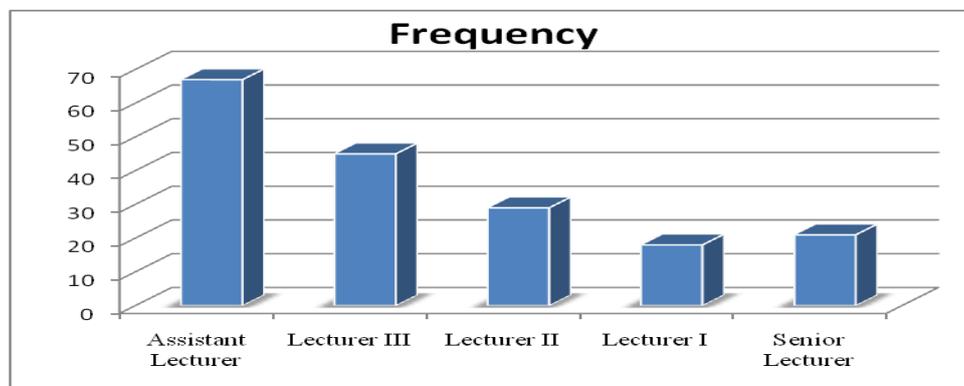


Figure 1: Present Rank of Beneficiaries

Figure 1 describes the rank distribution of the respondents starting from lower to higher ranking. Majority (57.9%) were trained to a level of having M.Sc. mostly belonging to the second category of rank, which is Lecturer III. The results have displayed detailed result of the distribution starting from the highest to the lowest in frequency and percentage.

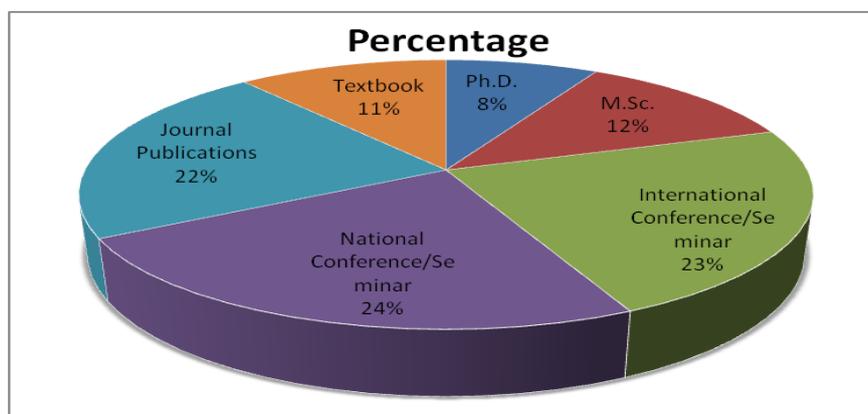


Figure 2: Area of intervention received by staff

This figure sought out the percentages category of the research programme in various capacities. It's indicated that all the respondents have benefited from TETFUND programme in various categories. Chart shows that most of the beneficiaries were assisted to obtain their 2nd Degrees.

Table 1: Effect of TETFUND Publication Grants on Performance of academic staff

Statements	Frequency/Percentage					Total
	SA	A	N	D	SD	
I have authored/co-authored in textbooks, chapters, circulated publication	16 (9%)	142 (83%)	0 (00%)	6 (4%)	7 (4%)	171 (100%)

2nd International Conference on Multidisciplinary Research (ICMR-2018)

Mahratta Chamber of Commerce, Industries and Agriculture, Pune (India)



08th - 09th September 2018

www.conferenceworld.in

ISBN :978-93-87793-45-3

I have publication in referred international/national journal academic or professional	15 (9%)	106 (62%)	0 (00%)	7 (4%)	43 (25%)	171 (100%)
Scholarly pursuits are my main purpose of doing publication.	111 (65%)	48 (28%)	1 (1%)	6 (4%)	5 (3%)	171 (100%)
Publication Grants attract contribute to the frequency	11 (6%)	21 (12%)	3 (2%)	92 (54%)	44 (26%)	171 (100%)
Promotion is my main aim of publishing	24 (14%)	138 (81%)	2 (1.2%)	5 (3%)	2 (1.2%)	171 (100%)

Source; Field Survey, 2018

The result in Table 1 indicated that 73.1% of the total respondents agreed that they have presented paper at National/International, Conferences/Seminars/Workshops, 84.8% confirmed that their conference papers published in conference proceedings, while only 15.2% do not have papers published in conference proceedings. The result further shows that majority of the respondents have their papers referenced in both national and international academic journals. Lastly, the result shows that 54.8% of the respondents agreed that they have participated in abstract/conference presentation, some books review/technical reports unpublished. The table displayed item analysis of seven items that are responsible for research output. Item wise, the result reveals that majority (93.0%) of the respondent agreed that; Scholarly pursuits are their main purpose of doing research, while only 6.4% of the total respondents disagreed. When asked if grant attract them to publish more, only 18.0% of the respondents said yes they agreed that grant motivate them to pursuit research, while 79.5% disagreed to that implying that grant wasn't what pursuit them to carry out research.

Table 2: Effect of TETFUND Publication Grants on Volume of Output

Statements	Frequency/Percentage					Total
	SA	A	N	D	SD	
Most of my publications are sponsored by TETFUND	16 (9%)	8 (5%)	0 (00%)	142 (83%)	5 (3%)	171 (100%)
Publication grants are the major factors that influence my current number of publications.	39 (23%)	26 (15%)	0 (00%)	2 (1.2%)	104 (61%)	171 (100%)
Availability of publication grants determines the number of	20 (12%)	29 (17%)	3 (2%)	110 (64%)	9 (5%)	171 (100%)

2nd International Conference on Multidisciplinary Research (ICMR-2018)

Mahratta Chamber of Commerce, Industries and Agriculture, Pune (India)



08th - 09th September 2018

www.conferenceworld.in

ISBN :978-93-87793-45-3

publications by staff.						
Adequacy of publication grants determines the quality of publications by staff.	25 (15%)	52 (30%)	1 (1%)	88 (52%)	5 (3%)	171 (100%)

Source; Field Survey, 2018

The result also indicated that majority (85.9%) of the total respondents disagreed with the statement which stated that most of their publications are sponsored by TETFUND's publication grants. The result also indicated that 62% indicated that Publication grant was not the major factor that influenced number of publications and publication grants do not determines the number of publications by staff (69.6%), while only 38.4% agreed to that. The result also indicated that 45% of the respondents disagreed with the statement that adequacy of publication grants determines the quality of publications by staff, while only 54.4% says otherwise.

Ho: TETFUND intervention (Publication Grant) has no significant effect on volume of publications by academic staff in the study area.

Table 2: Model Summary

R	R ²	Adjusted R ²	Std. Error	Statistics Measures			
				R ² Change	F Change	df1	Sig.
.858a	.694	.768	2.321	0.415	5.301	7	.021

Bête Coeff. 0.537, 0.792, -0.248, 0.812, 0.893, 0.588, 0.652

In Table 2 Performance was regressed against research output. From the result, the summary model shows that $r = 0.858$, which implies that the variables within the factors have effect on performance with regard to research output. At $(F_{9,5})$; $R^2 = 0.768 = 76.8\%$ which indicates the percentage by which the variables explain the models. The p – value $p < 0.021 < 0.05$ shows that TETFUND intervention in terms of research grant has significant effect on the volume of output by academic staff. Research Grant on research output of academic staff in the study area is significant by implication. Hence, the result reveals that TETFUND intervention (Publication Grant) has significant effect on volume of publications by academic staff.

VIII. DISCUSSION OF RESULTS

Academic excellence begins with excellence in teaching hence the need to improve on the qualification of academic staff becomes necessary. In other to performance excellently, skills and knowledge are needed as a means of maintaining standards. The research also found out that TETFUND intervention (Publication Grants) has significant effect on performance of academic staff of Ramat Polytechnic in terms of volume of Publications. This is in agreement with the findings of Osuala (1993) reiterates that it is the most important tool

2nd International Conference on Multidisciplinary Research (ICMR-2018)

Mahratta Chamber of Commerce, Industries and Agriculture, Pune (India)



08th - 09th September 2018

www.conferenceworld.in

ISBN :978-93-87793-45-3

for advancing knowledge. By implication, the advancement of national development is based on two strengths: types and outcomes of research carried out and how these findings are put into use Obaseki et al (2010). Popoola (2002) research output is a means by which academicians contribute new knowledge to the existing body of knowledge. This can be in form of journal articles, technical reports, books or chapters of book. The quality of research could be measured by counting the number of books published or journal articles produced over a period of time. As postulated by Yusuf (2005) noted that the cliché Publish or Perish” is quite popular in the university setting. According to him this phrase underscores the importance attached to research. In fact, it is the major index of academic staff’s quality and the determinant of advancement. Furthermore, Obibuaku (2005) contended that research entails a lot of effort and demands a great deal of money, if a member of academic staff is to carry out research with the purpose of publishing it in reputable journals outside the country, there is need to have funds and laboratory equipment required to accomplish the work.

IX. CONCLUSION

The quality of teaching in Nigeria as apparently poor and other in class behaviours are never recognized criteria when considering higher institutions teachers for promotion or reward emphasis are placed on research publications. The study concludes that TETFUND intervention in form of Research Grants has a significant effect on performance of academic staff of Ramat Polytechnic in terms of volume of publication.

X. RECOMMENDATIONS

1. TETFund should encourage Academic Staff in areas of Research and publications through the provision of research grants by full sponsorship for conferences, seminars and workshops both local and international.
2. In order to meet up with the changing trends in Academic innovations and scientific developments Tertiary Education Trust Fund should improve on its training policy in all ramifications.
3. Ramat Polytechnic Maiduguri should as a policy set aside certain percentage of internally generated revenue to augment government funds embarked for training and retraining of Academic Staff.
4. Ramat Polytechnic Maiduguri should market all researches conducted by lecturers in order to boost their morale and encourage other lecturers to conduct research.
5. Merit should be the watchword in terms of appointment of lecturers, made for those who have the ability, knowledge and aptitude not made for those who are jobless or looking for where to earn income.

REFERENCES

1. Abba, T. & Dawha E.M.K. (2009) Assessment of Personal Training Needs in the Ibrahim Babangida University Library. *Library Philosophy and Practice*, available at <http://unllib.unl.edu/lpp/abba2htm> (Accessed on 12/12/11).
2. Abdulasalam, D. and Mohammed, M.A. (2012) Motivation and Job Performance of Academic Staff of State Universities in Nigeria. The Case of Ibrahim Badamasi Babangida University, Lapai Niger Stat. *International Journal of Business Management* (7) 14 142-148.

2nd International Conference on Multidisciplinary Research (ICMR-2018)

Mahratta Chamber of Commerce, Industries and Agriculture, Pune (India)



08th - 09th September 2018

www.conferenceworld.in

ISBN :978-93-87793-45-3

3. Afshan, Sobia, I., Kamran, A. and Nasir, M. (2012). Impact of Training on Employee Performance: A study of Telecommunication Sector in Pakistan. *Interdisciplinary Journal of Contemporary Research in Business*. 4(6) 646-667.
4. Aidah Nassazi (2013) "Effects of Training on employee performance evidence from Uganda" Vassan Ammattikor Keokoulu University of Applied Sciences Internal Business, Business Economic Tourism.
5. Alao, B.S. (2010) The Impact of Training and Development on Employees Performance: A case study of Nigerian Bottling Company. A B.Sc Research Project: Faculty of Business and Social Sciences, University of Ilorin.
6. Alexandrous, G.S. & John, B. (2008). Employee Perceived Training effectiveness relationship on employee attitudes. *Journal of European Industrial Training* 32 (1), 63-76.
7. Aminu, A.A. (1995) *Statistics for Social and Management Sciences* 2nd Edition Government Printing Press.
8. Chris Obisi (2011) "Employee Training and Development in Nigerian Organizations: Some observations and Agenda for Research *Australian Journal of Business and Management Research* 1 (9), 82-91. ,"
9. Cole, G.A. (2002). *Personnel and Human Resource Management* (5th Ed). Continuum London: York Publishers.
10. Elena, P. (2000) Employee Development through self-development in three retail banks. *Journal of Personnel Review* 29 (4): 491-508.
11. Elnaga, A. and Imran, A. (2013) The Effect of Training on Employee Performance *European Journal of Business and Management* www.iiste.org ISSN 2222-1905 (Paper) ISSN 2222-2839 (Online) Vol.5, No.4, 2013)
12. ETF (2011) About TETFUND Retrieved February 1, 2014 from <http://www.TETFUND.goog>
13. Geoffrey, y. (2010) Motivation and Academic Staff Performance in Public Universities in Uganda: The case of Makerere University. Retrieved from <http://dspace.mak-ac.ug/handle/123456789/1339>.
14. Halidu, S.G. (2015) "The Impact of Training and Development on Workers Productivity in Some Selected Nigerian Universities." *International Journal of public Administration and Management Research* 3 (1) 10-16.
15. Kathman, J. & Kathman, M. (2000). "Training Students Employees for Quality Service." *The Journal of Academic Librarian* 26 (3) 176-182.
16. Khanka, S. S. (2007). *Human resource management*. New Delhi: S. Chand & Company Ltd
17. Khawaya L. & Nadeem, M. (2013). "Training and Development Program and It's Benefits to employee and Organization, A Conceptual Study" *European Journal of Business and Management* ISSN 2222-1905 (Paper) ISSN 2222-2839 (Online) 5 (2) 2013.
18. Konings, J. & Vanormelingen, S. (2010). "The Impact of Training on Productivity and Wages: Firm Level Evidence," IZA Discussion Paper, 4737, Institute for the Study of Labour (IZA), Bonn.

2nd International Conference on Multidisciplinary Research (ICMR-2018)

Mahratta Chamber of Commerce, Industries and Agriculture, Pune (India)



08th - 09th September 2018

www.conferenceworld.in

ISBN :978-93-87793-45-3

19. Mergen, E, Grant, D. and Widrick, S. (2000) Quality Management Applied to Higher Education, *Total Quality Management* 11 (3) 345-353.
20. Middaugh, M.F. (2001) *Understanding Faculty Productivity: standards and benchmarks for colleges and Universities*. San Francisco: Jossey-Bass.
21. Mohammed, A. & Abdullahi, Y.B. (2011) An evaluation of staff motivation, dissatisfaction and Job Performance in an Academic setting, A case study of Ibrahim Badamasi Babangida University Lapai Niger State. *Australian Journal of Business and Management Research* 1 (9) 01-13.
22. Obibuaku, L. (2005) Nigeria's top 20 research Universities emerge: A comment retrieved from the file <http://www.gamji.com> on 16/2/2007.
23. Ofoegu, F.I. (2001). Motivational Factors and Teachers Classroom Evaluation and Management in Edo State In *current issues in Educational Management in Nigeria*.
24. Peretomode, V.F. & Chukwuma R.A. (2014) Manpower Development and Lecturers Performance in Tertiary Institutions in Nigeria. A case study of Delta State Tertiary Institutions. *European Scientific Journal* 8 (13) 16-28.
25. Popoola, S.O. (2002) The use of Information Product and Service in Social Science research in Nigerian Universities, *African Journal for Psychological Study of Social Issues*. 5 (2) 296-308.
26. Rohan, S. & Madhumita M. (2015). "Impact of Training Practices on Employees Performance. A comparative study inter science *Management* 2 (2) 87-92.
27. Ukwoma, S.C. & Akanwa P. (2008) Human Resource Development in Nigerian Academic Libraries: A Comparative Study of Universities in Imo State, *Samaru Journal of Information Studies* 8 (2), 38-47.
28. Vroom, V. (1964). *Work and motivation*. New York: Wiley
29. Udu, L. E. & Nkwede, J. O. (2014) Tertiary Education Trust Fund Interventions and Sustainable Development in Nigerian Universities: Evidence from Ebonyi State University, Abakaliki, *Journal of Sustainable Development*; Vol. 7, No. 4, Published by Canadian Centre of Science and Education.