TETFund Sponsored Conference Attendance and Academic Staff Development at Federal University Gashua, Nigeria

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Abstract
It is doubtful that the academic staff at Federal University Gashua will perform their duties effectively and efficiently through conference attendance. To examine if conference attendance improves their professional development forms the basis for this research survey. This study applied a survey research method to ascertain the effect of conference attendance on academic staff development at Federal University Gashua. A structured questionnaire was designed to gather relevant information for our data analysis. To determine the level of their agreement, relevant questions were provided for the academic staff and the result revealed that conference attendance affects academic staff development by helping them sustain greater focus towards their prescribed roles. Similarly, conference attendance helps academic staff at FUGA to achieve their design responsibilities both within and outside the university. The paper concluded that conference attendance promotes academic staff development; and that, TETFund should improve on financial allocations to the case study institution based on needs assessment.

Keywords: TETFund, sponsored conference, 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 homegrown 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 the federal government of Nigeria, ETF was renamed 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 per cent goes to the universities, 25

per cent to the Polytechnics and 25 per cent 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 organization, 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 advance 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 is 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 or financial resources. This is why improving the excellence of 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, the fundamental purposes of staff development are:

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

However, Bogoro (2015) cited in Daniel (2012) 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 grants; conference attendance; Institutional Base Research (IBR); Information and Commutation Technology (ICT); Journal publication; library development; infrastructural development that will result in academic staff development.

A uniform TETFund intervention or appropriate staff development programmes such as conference attendance (independent variable) when properly implemented, will promote academic staff development. Therefore, improved research and publication output, improved communication skills, enhanced promotion of academic staff, and improved global ranking constitute the outcome of staff development programmes respectively.

Federal University, Gashua was established by the federal government of Nigeria on the 18th of February 2013 to accelerate 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's 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 fundraising, and leadership that matters in the institution and the civil

society. The university positions itself to strictly and objectively achieve the stated goals to contribute its quota to the worldwide 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 peaks in the three levels of education in Nigeria and one of the various tertiary educational institutions with a different mission and visions in the area of teaching, research and community services. To effectively perform these roles, the university management has come to understand the importance of continuous staff training and development as a 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 to facilitate and improve their capabilities.

Therefore, it is against this background, that, this study seeks to assess the effect of the TETFund intervention programmes on academic staff development at Federal University Gashua, Nigeria respectively.

Statement of the Problem

It is believed that conference attendance enables staff to acquire gainful knowledge of which academic staff at FUGA are part of these opportunities. It also helps them brainstorm with colleagues and elites to keep abreast of the latest trends in the world. However, this assumption may not apply to academic staff at FUGA compared to available research such as Ifidon & Ifidon (2007); Afshan et al. (2012); Kheyrollah & Nasser (2012); and Edet & Nkama (2013) views on the academic conference as a means of academic staff development either local, national or international. Hence, the assumption on the effect of conference attendance 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 answers to the following questions:

i. Is there any significant effect of TETFund-sponsored conference attendance on academic staff development in FUGA?
ii. What is the effect of the structural and technical barriers to the effective utilization of TETFund staff development intervention in FUGA?
iii. What evidence-based recommendation will affect the 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 conference attendance 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.
iii. to offer evidence-based recommendations toward effective ASTD intervention at FUGA.

Research Hypotheses

i. **H_{O1}**: There is no significant effect of TETFund-sponsored conference attendance on academic staff development in FUGA.
ii. **H_{O2}**: Structural and technical constraints do not significantly affect the utilization of TETFund intervention toward academic staff development at FUGA.

iii. **H_{O3}:** The formation and implementation of targeted evidence-based recommendations will not significantly affect the utilization of TETFund interventions 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 means a series of organized activities conducted within a specified period and designed to produce behavioural change. It removes performance deficiencies, re-train displaced workers, train in workplace safety, develop management personnel, and for career development.

Krishnar (2011) further identified and encompassed three activities of the 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 on 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 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 (Ikhenoba et al., 2023). 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 & Imran, 2013). However, this definition is limited as it only emphasises the activities that can improve and update staff skills and abilities. It failed to describe the strategies for achieving human development.

Concept of Conference Attendance

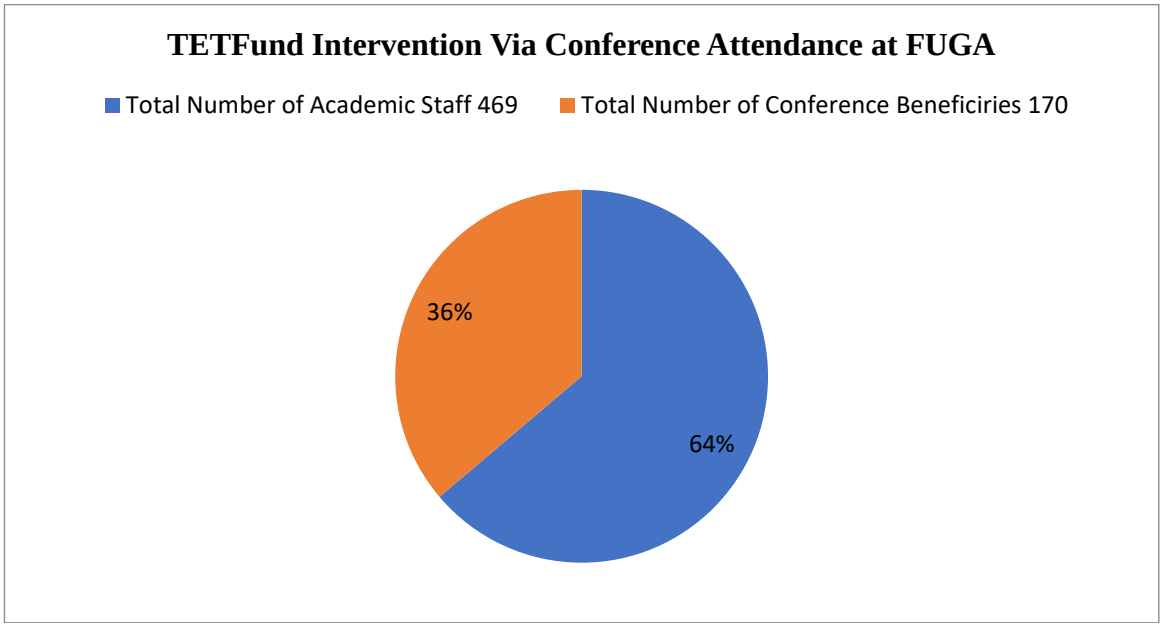
Sills (1972) describes a conference as a meeting of individuals called together to engage in discussion to accomplish a limited task within a restricted period. It is also regarded as a formal means of validating social programmes and inducing change in individuals. Conferences are usually gatherings of people with a common interest or background, to allow them to meet one another and learn about and discuss issues, ideas and work that focus on a topic of mutual concern (Nassazi, 2013). The structure and contents of a conference can vary greatly, but a typical framework would include one or

more presentations of work and/or ideas about a given topic. The presentation may take the form of lectures, slide shows or films, workshops, panel discussions, and or interactive experiences. A conference may last a few hours or several days. It could be a one-time event or a regular (usually annual) fixture on participant schedules. Conferences vary in size in terms of number of the participants which can range from a group of three to thousands of participants.

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

The inference that can be drawn from all of these different definitions is that a conference involves people (academic staff) coming together to discuss issues, solve problems, or share ideas about research. Staff attend conferences to learn about current events, trends, and technology, participate in research explorations, and build networks. The knowledge acquired at conferences is necessary for academic development.

Figure 1: **TETFund contribution toward Conference attendance at FUGA**



Source: (Research survey 2024)

From Figure 1, it was revealed that 170 (35%) benefited from the conference attendance intervention grant offered by TETFund while 315(65%) are yet to benefit from the conference intervention grant offered by TETFund to the academic staff at Federal University Gashua respectively. This shows that the extent to which TETFund intervene in the conference attendance programme is below average at Federal University Gashua. This might be connected to insufficient funding from TETFund to the institution under study.

Effects of Conference Attendance on Academic Staff Development.

Ifidon & Ifidon (2007) view academic conferences as a means of staff development whether local, national or international encouraging staff development, improving relationships among academic staff, opening a new horizon in the profession and helping to recognize the interdependence of

knowledge and information. Therefore, a conference is a gathering that frequently lasts a few days and is arranged around a certain topic or to bring people together who share interests. Also, attending a conference involves participating in a face-to-face conversation or a virtual conversation.

Afshan et-al. (2012) stated that conferences are usually used to tackle a single or set of problems. It may involve sessions of various types such as lectures, panel discussions, workshops etc. Conferences, therefore, have a very important place in the workplace. The workplace is rapidly changing and information needs to be customized to meet the diversity of all institutions.

Kheyrollah & Nasser (2012) observed that conferences provide a forum for the team members to discuss tools, technologies, and processes and how they can apply them in their school to improve their job performance. Lecturers have access to a broad range of ideas through conferences which lead to enhanced performance.

Edet & Nkama (2013) stated that attending a conference also has numerous benefits to the lecturers, and this includes, but, is not limited to the following:

i. They allow lecturers to better demonstrate their professionalism, their understanding of the ongoing need for professional learning and the broader role of educators.
ii. Recognizing, acknowledging, and rewarding individual creativity to create greater job satisfaction, enhanced self-worth, and professional pride in teaching.
iii. Providing a forum for participatory inputs that affect the sense of investment and consequent ownership that all participants develop toward their school;
iv. Assist lecturers in understanding and effectively using the instructional text in the classroom, new textbooks, and lecturers' guides, and also support lecturers to better meet the needs of their students;
v. Develop lecturers' reflective practice and problem-solving skills in teaching/lecturing, administration, and community relations; and
vi. Facilitate a process of collegiality to reduce the lecturer's isolation and thereby enhance the prospect of nurturing substantive change in the lecturer's beliefs and practices.

Methodology

The study utilized both primary and secondary sources of data. The primary data was generated through a 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 the questionnaire. The population of the study constitutes the total population of the 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 Google form, 250 copies of the questionnaire were retrieved from the respondents, after data cleansing, the valid questionnaire was reduced to 219 which is our actual sample size; Multiple regression analysis was used in data analysis respectively.

Data Presentation and Analysis

Table 1.1: Distribution of respondents by Age group

Year	Frequency	Percent
22-35 years	41	19.2
36-45 years	138	63.0
46 years and above	39	17.8
Total	**219**	**100.0**

Source: Researcher's Survey, 2024.

Table 1.1 shows that out of a total of 219 respondents, the largest age group is 36-45 years, which comprises 138 respondents, or 63.0% of the total. The 22-35 years age group includes 41 respondents, representing 19.2% of the sample. The age group of 46 years and above consists of 39 respondents, making up 17.8% of the total respondents. This indicates that the majority of the respondents are in their mid-career years, with smaller proportions of younger and older individuals.

Table 1.2: Distribution of respondents by gender

Sex	Frequency	Percent
Female	36	16.5
Male	183	83.6
Total	**219**	**100.0**

Source: Researcher's Survey, 2024

Table 1.2 indicates that out of a total of 219 respondents, 36 are female, representing 16.5% of the total. In contrast, 183 respondents are male, making up 83.6% of the total. This shows that the majority of the respondents are male.

Table 1.3: Distribution of respondents by Years of service

Years of Service	Frequency	Percent
1-5	25	11.4
11-15	39	17.8
16-20	23	10.5
6-10	132	60.3
Total	**219**	**100.0**

Source: Researcher's Survey, 2024

Table 1.3 shows that out of 219 respondents, 25 have 1-5 years of service, which is 11.4% of the total. 132 respondents, have 6-10 years of service, representing 60.3% of the total, making this the most common range of service years. Additionally, 39 respondents have 11-15 years of service, accounting for 17.8%, and 23 respondents have 16-20 years of service, making up 10.5%. This indicates that the majority of respondents have between 6 and 10 years of service.

Table 1.4: Distribution of respondents by Highest qualification

Highest Qualification	Frequency	Percent
B.A, BSc,B.Ed	92	42.0
M.A, MSc	60	27.4
PhD	67	30.6
Total	**219**	**100.0**

Source: Researcher's Survey, 2024

The table presents data on the highest qualifications of respondents surveyed. Of the 219 respondents, 42.0% held a B.A, BSc, or B.Ed degree, accounting for 92 individuals. Those with an M.A or MSc. comprised 27.4% of the respondents, totaling 60 individuals. The remaining 30.6%, equivalent to 67 individuals, possessed a PhD.

Table 1.5: Distribution of respondents by Rank

Rank	Frequency	Percent
Assistant Lecturer	29	13.3
Associate Professor	12	5.5
Graduate Assistance	90	41.1
Lecturer I	23	10.5
Lecturer II	21	9.6
Senior Lecturer	44	20.1
Total	**219**	**100.0**

Source: Researcher's Survey, 2024

Table 1.5 presents the distribution of respondents by academic rank. Out of a total of 219 respondents, 29 (13.3%) are Assistant Lecturers, 12 (5.5%) are Associate Professors, 90 (41.1%) are Graduate Assistants, 23 (10.5%) are Lecturer I, 21 (9.6%) are Lecturer II, 44 (20.1%) are Senior Lecturers. This distribution highlights that the majority of respondents are Graduate Assistants, making up 41.1% of the total, followed by Senior Lecturers at 20.1%. The ranks of Lecturer I and Lecturer II account for 10.5% and 9.6% respectively, while Assistant Lecturers and Associate Professors represent the smallest groups at 13.3% and 5.5%.

Table 1.6: Distribution of respondents by Faculty

Faculty	Frequency	Percent
Agriculture	41	18.8
Art	44	20.1
Education	8	3.7
Mgt and Social Sci	83	37.9
Science	43	19.6
Total	**219**	**100.0**

Source: Researcher's Survey, 2024

Table 1.6 details the distribution of respondents across different faculties. The faculty with the highest representation is Management and Social Sciences, accounting for 83 respondents, which is 37.9% of the total. The Art faculty follows with 44 respondents, making up 20.1%. The Science faculty has 43 respondents, representing 19.6%, while the Faculty of Agriculture includes 41 respondents or 18.8%. The Education faculty has the fewest respondents, with 8 individuals, comprising just 3.7% of the total.

Overall, the table shows a diverse distribution of respondents, with the majority coming from the Management and Social Sciences and Art faculties.

Section B: Perception of academic staff on the perceived positive relationship between sponsored conference attendance and academic staff development in FUGA.

Table 1.7: TETFund conference attendance has increased academic staff skills in public presentation and self-confidence

Response	Frequency	Percent
Agree	153	69.9
Disagree	6	2.7
Neutral	4	1.8
Strongly Agree	55	25.1
Strongly Disagree	1	.5
Total	**219**	**100.0**

Source: Researcher's Survey, 2024

Table 1.7 indicates respondents' opinions on whether TETFund conference attendance has increased academic staff skills in public presentation and self-confidence. A majority of respondents, 153 (69.9%) agree with this statement, while an additional 55 (25.1%) strongly agree, showing a strong consensus. Conversely, only 6 respondents (2.7%) disagree, and 1 respondent (0.5%) strongly disagrees. Meanwhile, 4 respondents (1.8%) remain neutral. Overall, the table suggests that a significant majority of respondents perceive TETFund conference attendance as beneficial for enhancing academic staff skills in public presentation and self-confidence.

Table 1.8: TETFund conference attendance has increased the experience and exposure of academic staff

Response	Frequency	Percent
Agree	142	64.9
Disagree	6	2.7
Neutral	2	.9
Strongly Agree	68	31.1
Strongly Disagree	1	.5
Total	**219**	**100.0**

Source: Researcher's Survey, 2024

Table 1.8 shows respondents' views on whether TETFund conference attendance has increased the experience and exposure of academic staff. A majority of respondents, 142 (64.9%) agree with this statement, and an additional 68 (31.1%) strongly agree, indicating a strong consensus on the positive impact of conference attendance. Conversely, only 6 respondents (2.7%) disagree, and 1 respondent (0.5%) strongly disagrees. Additionally, 2 respondents (0.9%) are neutral on the matter. Overall, the table suggests that the majority of respondents perceive TETFund conference attendance as beneficial for enhancing the experience and exposure of academic staff.

Table 1.9: Conference attendance has improved intellectual socialization and academic awareness of academic staff at FUGA

Response	Frequency	Percent
Agree	139	63.5
Disagree	3	1.4
Neutral	3	1.4
Strongly Agree	73	33.3
Strongly Disagree	1	.5
Total	**219**	**100.0**

Source: Researcher's Survey, 2024

Table 1.9 demonstrates that the majority of academic staff at FUGA believes conference attendance has enhanced their intellectual socialization and academic awareness. Specifically, 63.5% (139 individuals) agree with this statement, and 33.3% (73 individuals) strongly agree. Only a small fraction of the staff disagrees (1.4%, or 3 individuals), with another 1.4% (3 individuals) remaining neutral. A minimal 0.5% (1 individual) strongly disagrees. Overall, 219 staff members participated in this survey.

Table 1.10: Conference attendance has increased the Lecturers knowledge of new research development in area of their specialization

Response	Frequency	Percent
Agree	137	62.6
Disagree	2	.9
Neutral	8	3.7
Strongly Agree	71	32.4
Strongly Disagree	1	.5
Total	**219**	**100.0**

Source: Researcher's Survey, 2024

Table 1.10 shows that majority of lecturers at FUGA believe conference attendance has increased their knowledge of new research developments in their areas of specialization. Specifically, 62.6% (137 lecturers) agree with this statement, and 32.4% (71 lecturers) strongly agree. Only 0.9% (2 lecturers) disagree, while 3.7% (8 lecturers) are neutral. A minimal 0.5% (1 lecturer) strongly disagrees. In total, 219 lecturers responded to the survey.

Table 1.11: Conference attendance has increased research innovation and initiatives

Response	Frequency	Percent
Agree	135	61.7
Disagree	2	.9
Neutral	4	1.8
Strongly Agree	76	34.7
Strongly Disagree	2	.9
Total	**219**	**100.0**

Source: Researcher's Survey, 2024

Table 1.11 indicates that a substantial majority of respondents believe conference attendance has increased research innovation and initiatives. Specifically, 61.7% (135 respondents) agree with this statement, and 34.7% (76 respondents) strongly agree. Only 0.9% (2 respondents) disagree, while 1.8%

(4 respondents) are neutral. Another 0.9% (2 respondents) strongly disagree. Overall, the survey included 219 respondents.

Table 1.12: TETFund conference attendance helped me improve the quality of research paper presentation

Response	Frequency	Percent
Agree	132	60.2
Disagree	2	.9
Neutral	5	2.3
Strongly Agree	79	36.1
Strongly Disagree	1	.5
Total	**219**	**100.0**

Source: Researcher's Survey, 2024

Table 1.12 shows that the majority of respondents believe that, TETFund conference attendance has helped them improve the quality of their research paper presentations. Specifically, 60.2% (132 respondents) agree with this statement, and 36.1% (79 respondents) strongly agree. Only 0.9% (2 respondents) disagree, while 2.3% (5 respondents) are neutral. A minimal 0.5% (1 respondent) strongly disagrees. In total, 219 respondents participated in the survey.

Table 1.13: Students are being taught better through acquired knowledge in conferences participation

Response	Frequency	Percent
Agree	136	62.1
Disagree	2	.9
Neutral	2	.9
Strongly Agree	78	35.6
Strongly Disagree	1	.5
Total	**219**	**100.0**

Source: Researcher's Survey, 2024

Table 1.13 illustrates that a significant majority of respondents believe that students are being taught better through the knowledge acquired from conference participation. Specifically, 62.1% (136 respondents) agree with this statement, and 35.6% (78 respondents) strongly agree. Only 0.9% (2 respondents) disagree, and another 0.9% (2 respondents) are neutral. A minimal 0.5% (1 respondent) strongly disagrees. Overall, 219 respondents were surveyed.

Table 1.14: TETFund conference attendance helped me Learn about the current events like use of ICT.

Response	Frequency	Percent
Agree	132	60.3
Disagree	5	2.3
Neutral	4	1.8
Strongly Agree	78	35.6
Total	**219**	**100.0**

Source: Researcher's Survey, 2024

Table 1.13 indicates that the majority of respondents believe TETFund conference attendance has helped them learn about current events, such as the use of ICT. Specifically, 60.3% (132 respondents)

agree with this statement, and 35.6% (78 respondents) strongly agree. Only 2.3% (5 respondents) disagree, and 1.8% (4 respondents) are neutral. Overall, the survey included 219 respondents.

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

Table 1.14: 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

Table 1.14 illustrates that a significant majority of respondents, 181 (79%), agree that TETFund intervention in Academic Staff Training and Development (ASTD) can be affected by the diversion of funds by benefitting academic staff. However, 6(2%) are 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 1.15: 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 Table 1.15, the majority of respondents, 161 (74%) agree that TETFund intervention in (ASTD) can be affected by the diversion of the funds by university administration; However, 9(4%) show a 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 1.61: 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 Table 1.61, the majority of respondents, 160 (73%) agree that TETFund intervention in (ASTD) can be affected by insufficient funding. However, 15(7%) are neutral. On the other hand, 37(17%)

strongly agree with the statement, while 4(2%) strongly disagree; 3(1%) disagree with this statement respectively.

Table 1.17: 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 Table 1.17, the majority of respondents, 139 (69%) agree that TETFund intervention in (ASTD) can be affected by delays in the release of funds for study fellowship. However, 7(4%) are neutral; 41(20%) strongly agree with the statement, while 1(.5%), strongly disagree, 31(2%) disagree with this statement respectively.

Table 1.18: 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 Table 1.18, the majority of respondents, 163 (62%) agree that TETFund intervention in (ASTD) can be affected by lack of supervision; 18(7%) are neutral; 39(15%) strongly agree with the statement, while 1(.4%) strongly disagree; 31(2%) disagree with this statement respectively.

Table 1.19: TETFund intervention can be affected by natural misfutune (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 Table 1.19, 155 (68%) agree that TETFund intervention in (ASTD) can be affected by natural misfortunes; 4(2%) are neutral; 58(25%) strongly agree with the statement, while 1(.4%), strongly disagree; 31(2%) disagree with this statement respectively.

Table 1.20: 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 Table 1.20, majority of respondents, 153 (64%) agree that TETFund intervention in (ASTD) can be affected by corrupt practices; 7(3%) are 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 1.21: 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 table 1.21, majority of respondents, 164 (67%) agree that TETFund intervention in (ASTD) can be affected by lack of commitment of benefitting academics; 2(1%) are neutral; 49(20%) strongly agree with the statement, while 1(.5%), strongly disagree; 3(8%) disagree with this statement respectively.

Section E: To check the perception of academic staff on Academic Staff Development at FUGA.
Table 1.22: High level of improved skills in public presentation and self-confidence

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

Source: Researcher's Survey, 2024

The results in Table 1.22 indicate 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 disagrees. 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 1.23: 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 Table 1.23, 133(60.7%) of the respondents agree that TETFund intervention in Academic Staff Training and Development (STD) improves research innovation and initiatives; 3 (or 1.4%) of the respondents disagree; 5(or 2.5%) 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) improves research innovation and initiatives.

Table 1.24: 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 the questionnaire revealed that 137(62.6%) agree that TETFund intervention in Academic Staff Training and Development (STD) improved the 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) improves the quality of research paper presentation.

Table 1.25: 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 Table 1.25, 135(61.6%) of the respondents agree that TETFund intervention in Academic Staff Training and Development (STD) improved the number of staff with PhD. and MSc qualifications; 3 (1.4%) disagree; 3(1.4%) of the respondents were neutral; while78(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 the number of staff with PhD. and MSc Qualification.

Table 1.26: 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 Table 1.26, 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 1.27: 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 1.27 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 1.28: 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

Table 1.28 illustrates that a significant majority of respondents, 148 (65.3%) agree that TETFund intervention in Academic Staff Training and Development (ASTD) improves communication skills and community development service. However, 5(2.3.%) disagree with this statement. On the other hand, 8(3.7%) are neutral; while 67(30.6%) strongly agree with the statement, and 0(0.0%) strongly disagree respectively.

Table 1.29: 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 Table 1.29, the majority of respondents, 137 (62.6%) agree that TETFund intervention (ASTD) improves global ranking and accreditation programmes; 3(1.4%) disagree with this statement; 8(3.7%) are 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) improves global ranking and accreditation programmes in FUGA respectively.

Descriptive statistics and Hypothesis

Table 1.30: Descriptive Statistics

Variables	**Mean**	**Std. Deviation**	**N**
Staff Training and Development (ASTD)	2.36	.615	219
TETFund Conference Attendance	1.48	.880	219
Institutional Constrain	1.43	.497	219

Table 1.30 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 conference attendance had a mean score of 1.48 with a standard deviation of 0.880; institutional constraints had a mean score of 1.43 with a standard deviation of 0.497.

Test of Hypotheses

$H0_1$: There is no significant effect of TETFund sponsored conference attendance on academic staff development in FUGA.

The first hypothesis to be tested is 'that there is no significant effect of TETFund-sponsored conference attendance on academic staff development at FUGA. This is to see the impact of TETFund-sponsored conference attendance on academic staff development at FUGA. Based on this, the independent variable is TETFund-sponsored conference attendance, while the dependent variable is academic staff development or (Staff Capacity Building) at FUGA.

$H0_2$: Structural and technical constraints do not significantly affect the utilization of TETFund intervention toward academic staff development at FUGA**.**

The second hypothesis 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 is academic staff development (Academic Staff Capacity Building) at FUGA.

Table 1.31: Regression Analysis

Model	Beta	Std. Error	t	Sign
Constant	0.685	0.232	2.950	0.004
TETFund Conference Attendance	0.782	0.107	7.305	0.000
Institutional Constrains	0.142	0.065	2.198	0.029

Dependent Variable: TETFund Academic Staff Training and Development

Table 1.31 presents the results of a regression analysis examining the relationship between TETFund staff training and development (the dependent variable) and several independent variables: TETFund conference attendance, 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 1.30) examines the factors influencing TETFund's Academic Staff Training and Development. The model includes two independent variables: TETFund Conference Attendance and Institutional Constraints. The results indicate that:

i. TETFund Conference Attendance shows a highly significant positive impact ($\beta = 0.782$, $p = 0.000$), indicating that attending TETFund conferences strongly correlates with higher levels of staff training and development.
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, several findings were arrived at which are discussed below.

On hypothesis I, the study found that TETFund conference attendance shows a highly significant positive impact ($\beta = 0.782$, $p = 0.000$), indicating that attending TETFund conferences strongly correlates with higher levels of staff training and development. This shows that there is a significant relationship between TETFund conference attendance and academic staff development at Federal University, Gashua. Additionally, the study found that TETFund conference attendance has a positive and significant effect on academic staff development at the Federal University, Gashua. As computation in the regression output table above depicted that the t statistics of "TETFund conference attendance" stood at 7.305 with a p-value of 0.000 which is less than 0.05, indicating that the relationship is significant at 95% confidence level. This justifies the assumption of Human Capital Theory that education and training increase the productivity and efficiency of workers. This was in line with the findings of (Gambo, 2015 and Yakubu, 2017). Additionally, the findings are in agreement with what Musa (2016) found in his study that the conference allows lecturers to better demonstrate their professionalism and their understanding of the ongoing need for professional learning which enhances their job performance. Similarly, the findings are in agreement with what Ezeali (2017) found in his study that TETFund sponsorship of academic staff to conferences and workshops has a

significant impact on research and academic growth in government-owned tertiary Institutions in South Eastern Nigeria.

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 a significant effect of institutional constraints on academic staff development at Federal University Gashua. The findings of this study agree with the submission of Udu & 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', TETFund intervention on tertiary institutions in Nigeria still lack funds necessary to upgrade the institutions to international standard. This situation is because tertiary education is capital-intensive 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 attend conferences should not be overemphasized, as this will help in improving and enhancing their job performances. Since the responsibility of lecturers in any circumstance is the education of the students, the lecturers should possess the up-to-date knowledge, skills and competencies necessary for the realization of the objectives of the programme. Thus, if the lecturers lack the knowledge which is acquired through conferences, then, there could be a loss of interest on the part of lecturers, and poor academic performances. More so, this indicates that the FUGA lecturers would be producing half-bake graduates who would not be able to function 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 to the institutions. These include the acquisition of higher qualifications by the 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 to become more professional in their respective area of specialization.

Recommendations

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

i. 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 FUGA to train a significant number of staff for maximum productivity.
ii. 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.
iii. There should be an open-door policy for all lecturers at FUGA to allow them to attend at least two conferences in a year, to better demonstrate their professionalism, and their understanding of the ongoing need for professional learning and the broader roles of academics.
iv. Finally, TETFund should make provision to allow a tertiary institution to assess unutilised funds from the previous year instead of forfeiting such allocations.

Suggestions for Future Research

The following are our suggestions for further research studies:

1. Impact of TETFund interventions on infrastructural development at Federal University, Gashua.
2. The study should be expanded to cover other areas of TETFund interventions which were not covered in this study such as publication of journals, manuscript development and ICT support.
3. Only Federal University, Gashua was in this study, other studies could be carried out to cover other tertiary institutions in the Northeast and other geopolitical regions in Nigeria.

Limitations of the Study

There are several limitations to this study but the most fundamental one includes:

1. Some of the academic staff were reluctant to fill out the questionnaire. Even when they were given more time, they still refused to attend to the questionnaire, hence taking us longer time in this research work.
2. Difficulty was encountered in getting data/information on TETFund intervention in FUGA. The university was reluctant to give out information even when accompanied by a letter of introduction. These delayed the completion of this research study.

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