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Effect on Academic Staff Job Performance in Southwest
Universities, Nigeria**



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Accessibility to Tertiary Education Trust Fund (TETFund) and Effect on Academic Staff Job Performance in Southwest Universities, Nigeria.

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Abstract

Purpose: The study examined the accessibility to Tertiary Education Trust Fund (TETFund) interventions and its effect on academic staff job performance in universities in Southwest, Nigeria.

Methodology: Descriptive survey research design was adopted for the study. The population consisted of 11864 Nigeria public universities academic staff. Nine hundred and twenty-seven (927) universities' academic staff constituted the sample for the study. TETFund Interventions Questionnaire (TIQ) was administered on other academic staff while Academic Staff Job Performance Questionnaire (ASJPQ) was used by Heads of Departments (HODs) to assess the performance of academic staff. The face and content validity of instruments were ensured by experts in test and measurements. The consistency of the instruments was carried out using test-retest method. Coefficients of 0.86 and 0.87 were obtained for TIQ and ASJPQ respectively. Research question was answered using frequency counts and mean. Hypotheses were tested using Pearson Product Moment Correlation coefficient (PPMC). All hypotheses were tested at 0.05 level of significance.

Results: The results revealed that there was a positive relationship between research, conference, further study grants and academic staff job performance. It also revealed that the universities and the academic staff cannot easily access research grant, conference attendance grant and further study grant that are provided through TETFund.

Unique Contribution to Theory, Policy and Practice: The study has been able to make case for the review of policy frameworks of TETFund in order to make more impact in the area of knowledge creation and sharing. Furthermore, the interventions that are needed to guarantee optimal outputs from university academic staff were identified.

Keywords: *TETFund, Accessibility, Academic staff, Job performance, Southwest Universities*

Introduction

Tertiary Education Trust Fund (TETFund) is the managing, disbursing and monitoring of the education tax to public owned higher educational institutions in Nigeria. It is one of federal government intervention agencies. TETFund is mandated under the TETFund Act, 2011, section 7 (1) (a) to (e) to improve staff productivity and standards of higher educational institutions through provision of basic infrastructural facilities to encourage excellent environment for teaching and learning, instructional material and equipment, quality research and publication. Training and development of academic staff and any other need which in the opinion of the TETFund Board of Trustees is critical and essential for the improvement of quality and maintenance of standards in the higher educational institutions.

TETFund Interventions is a major funding agency in providing fund for physical infrastructure, research, training, educational facilities and projects in the management of universities in Nigeria. the project management include the rehabilitation, restoration and consolidation of tertiary education in Nigeria. The major source of income available to the fund is the 2% education tax paid from the assessable profit of companies registered in Nigeria.

It has been observed that many universities seem not to have met the conditions for accessing the funds allotted to them despite the interventions by TETFund. Some of the reasons mentioned by Eno-Abasi(2015) include unfinished documentations on the part of the institutions; bottleneck in accessing the funds; and internal politics at the stage of documents submission.

The research grant intervention and academic staff job performance were researched by Zabbey and Leyira (2019), it was revealed that there was no significant relationship between TETFund fund and research, journal publications and library development. Again, Nnanna and Abraham (2018) exposed Tertiary Education Trust fund interventions to research conduct in South-East, Nigeria universities' revealed that majority of the challenges militating against research conduct included inadequate funding, improper accountability and substandard research output. The findings of Onwuchekwa (2016) on the influence of Tertiary Education Trust Fund (TETFund) on educational research revealed that the intervention of TETFund does not have significant influence on high extent of educational research in south eastern universities of Nigeria.

Abulaziz, Olokooba and Iyekolo (2020) studied the conference grant interventions from TETFund and academic staff job performance; it was reported that in obtaining qualitative transformation of academic staff in Lagos State University, funding intervention is key in the provision of infrastructure for effective teaching and learning and more importantly conference grant is germane. Akomolafe and Bello (2019) gathered that problems in accessing TETFund have an important role in hindering academic staff training in southwest Nigeria universities. Also, Zabbey and Leyira (2019) affirmed that there was a positive and significant relationship between TETFund fund and staff training. Adebola (2015) also asserted that TETFund intervention in terms of further studies grants will improve academic staff job performance. Bamiro (2012) stated that between 2008 and

2010 a remarkable achievement in the aspect of capacity building was recorded by TETFund. A total of 2,068 junior academics involved in postgraduate programmes and this has significant positive impact on job performance of academic. This was also in consonance with Famade, Omiyale and Adebola (2015) findings, which agreed with the fact that further studies grant is an impetus for better academic staff job performance.

Statement of the Problem

In recent time, some lecturers seem not to be enthusiastic about their jobs as it appears that they are been denied their rights. It appears that they are not motivated towards better performances as there seems to be lack of fulfillment and satisfaction on the job. Academic staff seem to give out poor quality research output and some appear incapable of submitting acceptable research work. Lack of fund for both local and international conferences attendance and acquisition of more knowledge seem to be a clog in the wheel of good academic job performance. Inability of academic staff to carry out state of the art and acceptable research works, attending local and international trainings and seminars and engaging in further studies may be due to paucity of fund. The meager salaries earned by academic staff seem insufficient to cater for their immediate needs not to talk of expending it on other things.

In order to alleviate these challenges faced by academic staff and enhancing their effective job performance, TETFund interventions was introduced by the government. It however appears that accessibility to this fund is seemingly difficult. This may be due to inadequate funding of the universities, clumsy and burdensome processes of acquiring the fund from TETFund and unfinished documentation on the part of the institutions applying for the fund.

Research Question

1. To what extent is TETFund interventions accessible to public universities in Southwest, Nigeria?
2. Is there any relationship between conference attendance grant and academic staff job performance?
3. To what extent will further studies grant affect academic staff job performance?

Hypotheses

1. There is no significant relationship between access to research grant intervention and academic staff job performance
2. There is no significant relationship between access to conference attendance intervention and academic staff job performance
3. There is no significant relationship between access to further studies grant intervention and academic staff job performance

Methodology

The descriptive survey research design was adopted. The population consisted of 11,864 academic staff in the public Universities in Southwest, Nigeria with a total number of 17 universities. The total number of academic staff in the public southwest Nigeria universities is 11,864. The sample for this study consisted of 1047 academic staff (927 lecturers and 120 Heads of Departments) from 120 departments in 30 faculties were selected from 6 universities in South West, Nigeria through multi-stage sampling procedure. Two sets of research instruments designed for the study. They were tagged TETFUND Interventions Questionnaire (TIQ); and Academic Staff Job Performance Questionnaire (ASJPQ). The face and content validity were ascertained. The reliability of the instruments were carried out using test-retest method with coefficient of 0.86 for TIQ and 0.87 for ASJPQ.

Results

Research Question: To what extent are TETFund interventions accessible to public universities in Southwest, Nigeria.

Table 1

Extent to which TETFund interventions are made accessible to academic staff in Public Universities.

S/ N	Access to TETFund Interventions	Strongly Agree(4)		Agree(3)		Disagree(2)		Strongly Disagree(1)		Total Score	MEAN	Decision
		N	%	N	%	N	%	N	%			
1	Research Grant Intervention	205	22.06	129	13.92	295	31.84	298	32.18	2095	2.26	Accessible to low extent
2	Conference Attendance Intervention	179	19.29	161	17.34	295	31.84	292	31.51	2081	2.24	Accessible to low extent
3	Study Grant intervention	153	16.52	125	13.45	348	37.59	301	32.44	1984	2.14	Accessible to low extent

Total	53 7	57.8 7	41 5	44.7 1	93 8	101.2 7	89 1	96.1 3	6160	6.64	Accessib le to low extent
Average	17 9	19.2 9	13 8	14.9 0	31 3	33.75	29 7	32.0 4	2053	2.21	

Note: Data collected by Author on 9th March, 2023

N= 927

Table 1 showed the extent to which TETFund interventions were made accessible to Southwest, Nigerian universities' lecturers. . The table indicated that 205 (22.06%) of the respondents Strongly Agreed that it was accessible, 129 (13.92%) agreed while 295 (31.85%) and 298 (32.18%) Disagreed and Strongly Disagreed on the availability of research grant to lecturers respectively. 179 (19.29%) respondents Strongly Agreed that conference attendant grants were made accessible, 161(17.34%) Agreed while 295(31.84%) and 292 (31.51%) Disagreed and Strongly Disagreed respectively. 153(16.52%) of the respondents Strongly Agreed that study grant interventions were made accessible, 125 (13.45%) Agreed while 348(37.59%) and 301(32.44%) Disagreed and Strongly Disagreed respectively. Thus, the extent of accessibility of TETFund interventions to universities' academic staff in Southwest Nigeria is moderately low.

Hypothesis 1: There is no significant relationship between research grant intervention and academic staff job performance

Table 2

Relationship between access to research grant intervention and academic staff job performance

Variables	N	Mean	SD	r-cal	p-value
Research grant intervention	927	13.56	4.6456	0.590*	0.000
Academic Staff Job performance	927	92.48	16.1915		

* $P < 0.05$

Table 2 showed calculated co-efficient of correlation value r-cal (0.590) is more than p-value (0.000) at 0.05 level of significance. The result is significant; therefore, there was significant relationship between access to research grant intervention and academic staff job performance. The null hypothesis was rejected.

Hypothesis 2: There is no significant relationship between access to conference attendance intervention and academic staff job performance.

Table 3

Relationship between access to conference attendance intervention and academic staff job performance

Variables	N	Mean	SD	r-cal	p-value
Conference attendance intervention	927	15.71	4.4071	0.814	0.000
Academic staff job performance	927	92.48	16.1915		

*P<0.05

Table 3 indicated that calculated co-efficient of correlation r-cal (0.814) is higher than p-value (0.000) at 0.05 level of significance. The result is significant and the null hypothesis was rejected. Therefore, access to conference attendance intervention was significant correlated with academic staff job performance.

Hypothesis 3: There is no significant relationship between access to further studies grant and academic staff job performance

Table 4

Relationship between access to further study grant and academic staff job performance

Variables	N	Mean	SD	r-cal	p-value
Study grant intervention	927	14.98	4.1359	0.738	0.000
Academic staff job performance	927	92.48	16.1915		

*P<0.05

Table 4 depicted the calculated correlation value r-cal (0.738) is greater than p-value (0.000) at 0.05 level of significance. The result is significant and the null hypothesis was rejected. Hence, there was significant correlation between access to study grant intervention and academic staff job performance.

Discussion

Analysis of data on the extent to which TETFund interventions are accessible to the universities in Southwest, Nigeria showed that the interventions are accessible to a low extent. Available data indicated that all TETFund interventions (research grants, conference attendance grants and further study grant) are not easily accessible to the academic staff of the universities. This implies that the universities and the academic staff cannot easily access research grants, conference attendant grants and further study grant that are provided through TETFund. This result could be attributed to the strict measures and administrative bottlenecks that marked the application and processing procedures for these grants. This finding confirmed the submission of Akomolafe and Belo (2019) that there were many threats deep-rooted in accessing TETFund by members of the academic staff. Eno-Abasi (2015) also affirmed that institutions of higher learning find TETFund interventions in aforementioned areas as a mirage due to incomplete paperwork; administrative bottleneck; accessing and internal politics during interventions' approval.

The test of hypotheses showed that there was a significant, high and positive relationship between access to research grant intervention and academic staff job performance. This clearly implies that the observed level of job performance among academic staff could be connected with the increased number of publications, improved knowledge of research report writing, conduct of quality research to solve a specific problem, assisted collaboration with colleagues to carry out research and publication of textbooks which are made possible through TETFund research grants. This finding could be justified based on the important position that research occupies in knowledge creation, validation, regeneration and transfer at the tertiary education level. Research is important to improve teaching methods, assessment strategies and facilitation of innovation and this could aptly explain the reported relationship between research grant intervention and academic staff job performance. This finding is in tandem with Akpan, Achibong and Undie (2014) report that the poor financing of research in the Nigeria University is denying the country of its benefits. One of these benefits is improved academic staff performance which is essential to achieving scientific innovations and technological advancement.

The result also showed a significant positive relationship between access to TETFund conference grant intervention and academic staff job performance in Public Universities in Southwest, Nigeria. This implies that the observed level of academic staff performance in teaching and research could be related to the assistance received from TETFund to attend and present research findings at local and international conferences, publish paper presented at conferences and earn commendation for paper presented at such conferences. The observed correlation between these variables could be attributed to the complementary purposes that TETFund has served for both individuals and the universities in sharing and updating their knowledge through the conferences. This finding agreed with the report of Zeal (2017) and Abdulaheem (2013). It clearly corroborated the finding of Abdulaheem (2013) that intervention grants positively relate to

academic staff job performance. In the same vein, this aligned with Zeal (2017) finding that TETFund sponsorship of academic staff to conferences and workshops has significant impact on research and academic growth in tertiary institutions in South Eastern, Nigeria.

The study equally revealed that there was significant positive relationship between access to TETFund intervention in terms of further study grant and academic staff job performance in Public Universities in Southwest Nigeria. This indicate that the observed level of job performance can be related to the assistance received from TETFund to complete Master and Doctoral degree, undertake post-doctoral studies, scale the hurdles of acquiring higher qualifications, acquire professional qualifications and achievement of growth in chosen area of specialization. This finding could be attributed to the positive effect that further study usually has on skills and knowledge of employee. This finding aligned with the report of Bamiro (2012) who discovered that TETFund intervention in the area of providing grants for further study has positive impacts on job performance of academic staff. It equally agreed with Zeal (2017) report that TETFund intervention on training and development has great impacts on improved skills and development of tertiary institutions.

Conclusion

It was concluded that academic staff are not finding it easy to obtain relevant financial supports for research activities, attend local and international conferences and acquire higher academic and professional qualifications. Essentially, it was inferred that there was positive interaction effect of TETFund interventions on academic staff job performance in term of improved teaching and knowledge generation through research in public universities in Southwest Nigeria. Furthermore, removal of administrative bottlenecks and stringent conditions attached to the application and approval process of TETFund research, conference and further study grants will give more access to academic staff and consequently facilitate improved knowledge creation and transfer through research and teaching.

Recommendations

- i. It is recommended that the administrative procedures for application and approval of TETFund grants to universities academic staff should be made less cumbersome. This will facilitate quick access to financial support to attend local and international conferences, carry out research and acquire more professional training as and when required.
- ii. The result from the hypothesis revealed that there was significant relationship between conference attendance grant and academic staff job performance, it is therefore recommended that the percentage of TETFund grant devoted to conference should be reviewed upward to cater for the need of the increasing number of academic staff in the universities.

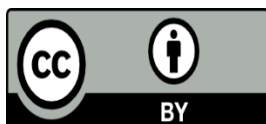
- iii. Academic staff should on their part carry out state- of- the- art researches that will attract quick and timely grants.
- iv. The federal government should increase the percentage of revenue allocated to TETFund to create room for the young academic staff to access fund for further study and professional training in their field of specialization.

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