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IMPACTS OF TETFUND INTERVENTION ON ACADEMIC STAFF PERFORMANCE IN FEDERAL POLYTECHNIC, DAMATURU

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Abstract

This study examined the impact of Tertiary Education Trust Fund (TETFund) interventions on academic staff performance in Federal Polytechnic, Damaturu, Yobe State. The population of the study comprised 543 academic staff across five schools, from which a sample of 230 respondents was determined using Yamane's (1967) formula for sample size determination. Data were collected using a structured questionnaire. The findings revealed that conference attendance sponsorship significantly enhanced staff engagement in bot local and international scholarly events, facilitating knowledge sharing, professional networking, and improved teaching effectiveness. Similarly, journal publication sponsorship positively influenced research productivity, enabling staff to publish in both local and international journals, thereby increasing research visibility and strengthening the institution's scholarly reputation. These findings underscore the importance of not only providing financial support but also strengthening institutional governance, streamlining administrative processes, and enhancing communication strategies to maximize the impact of funding interventions. The study concludes that TETFund interventions have substantially improved academic staff performance in Federal Polytechnic, Damaturu, and that strategic investment in capacity-building programmes is critical for enhancing research productivity, teaching quality, and professional development in Nigerian tertiary institutions.

Keywords: TETFund, academic staff performance, scholarship sponsorship, conference attendance, journal publication, Nigerian tertiary education

Introduction

Education is one of the biggest and most viable sectors of every modern economy. Government all over the world invests substantially in the education sector. In Nigeria, a National Policy in education was established in 1977 to ensure the education sector supports government development goals and provides a platform for the coordination and delivery of education at all tiers of government. While the basic and post primary schools constitute the primary and secondary levels of education respectively; the universities, polytechnics and colleges of education belong to the third level which is tertiary education. These tertiary institutions are citadel of knowledge; education and human resource development are saddled with the enhancement of quality human resources. The various levels of education (as aforementioned) in the country have been faced with various problems ranging from insufficient financial and human resources to inadequate material resources. However, the most affected is the tertiary level of education. This is the reason why various steps have been taken by the government to restore the dwindling tertiary educational system. One of such efforts is the establishment of the Tertiary Education Trust Fund (TETFUND) as an intervention agency to all levels of tertiary education owned by the Federal and State Governments.

The Tertiary Education Trust Fund (TETFund) was originally established as Education Trust Fund (ETF) by the Education Tax Act No. 7 of 1993 as amended by Act No. 40 of 1998. Education Trust Fund was however repealed and

replaced with Tertiary Education Trust Act 2021 because the agency had so many challenges. For example, it was over burdened and over stretched coupled with duplication of functions and mandate of other agencies such as Universal Basic Education (UBE) and Millennium Development Goals (MDGs) and funds were thinly spread and made no significant impact on the dilapidated facilities in tertiary institutions. Moreover, the fund had a mandate to operate as an intervention fund to all levels of public education (Federal, State and Local) (Bogoro, 2015). TETFund interventions are anchored on the following areas; normal intervention, library intervention, research grant, academic staff training and development (including scholarships), journal publications, manuscript development and conference attendance (TETFund Act, 2021).

Federal Polytechnic, Damaturu is one the tertiary institution that is face with the challenge of inaccessibility of conference attendance funds from TETFund intervention scheme. This has made most academic staff reluctant to attend conferences (Federal Polytechnic, Damaturu Conference Attendance Register, 2018). Consequently this has impeded their performance in the area of developing conference papers to students. In addition, journal publications sponsorships by TETFund in Federal Polytechnic, Damaturu, Yobe State, the staff are left on their own as it is a necessity to their promotion forgetting that it is one of the strategies by TETFund to improve staff performance as well as ignoring the serious repercussion that comes with neglecting journal publications sponsorships – less experience to the staff (Federal Polytechnic, Damaturu Conference Attendance Register, 2018).

More also, the scholarship skill sponsorship strategy by TETFund in Federal Polytechnic, Damaturu, Yobe State is yet another problem hindering the academic staff's performance. Scholarship skill improvement in Federal Polytechnic, Damaturu is very low. Scholarship skill sponsorship is seen as an individual achievement forgetting that an improvement in individual performance could lead to improvement in organizational performance (Federal Polytechnic Damaturu Staff's Performance Appraisal Report, 2017). It is against these stated problems that the study intends to assess the impact of TETFund intervention on academic staff's performance in Federal Polytechnic, Damaturu from 2019 to 2023.

This paper is sub divided into five parts: literature review and theoretical framework forms the first part, the methodology of the research second part, presentation and analysis of data is the third part, results is given in the fourth part and conclusion and recommendation follow suits.

Literature Review and Theoretical Framework

This section deals with the conceptual review, empirical review and the use of theory.

Academic Conference

Today, the modern scientific system is characterized by knowledge sharing in hyperspecialized, global research networks (Wagner, 2016). In most scientific sub-fields, researchers from different countries interact and form international research groups that address very particular issues. The formation of these groups and networks are social processes, where the involved researchers need to meet and build trust among each other. International academic conferences are key platforms for these interactions. In this sense, the organization of conferences is one of the foundational pillars of modern academia.

A conference is a formal meeting or gathering where people of like-mind converge to share ideas and make policies that will be beneficial to their field of study. A conference can also be a gathering where a group of people from different walks of life with common interest converge to share ideas, present problems in their field, and proffer solutions. The International Congress and Convention Association (ICCA 2014) define a conference as a "participatory meeting designed for discussion, fact-finding, problem solving and consultation. As compared with a congress, a conference is normally smaller in scale and more select in character - features which tend to facilitate the exchange of information" (ICCA, 2014). In line with the definition of conference by ICCA, Ahuja (2014), defines conference as "an organized plan in which participant seek to develop knowledge and understanding and obtain a considerable amount of oral participation". The International Congress and Convention Association (ibid) identified different forms of conference as thus. Academic conference, business conference, news conference, peace conference, professional conference, settlement conference, trade conference and so on. Our focus in this study is on academic conference. It could be deduced from the foregoing that a conference involves a group of people with like-minds and common interest who come together to share ideas and exchange information for a specific period of time. Khana, (2013) echoed on the importance of attending conference to academic staffs by revealing thus:

> Conference attendance promotes professionalism of academic

> staffs by providing valuable opportunities to be abreast on various skills necessary to perform day-to-day job responsibilities, to learn new methods and build an informed network of colleagues. He posits further that attending conference whether face-to-face or e-conferencing fulfills part of the managements responsibility for staff training and development, broadening their attitudes and permits their exposure to new ideas and events through both formal and informal discussions with other professional colleagues.

Academic Journal

Mudrak (2018) defines academic journal as a collection of articles (like a magazine) that is published regularly throughout the year. Journals present the most recent research, and journal articles are written by experts, for experts. They may be published in printed or online formats or both. In the same vein, Blake and Bly (2017) sees academic journal or scholarly journal as:

> Periodical publication in which scholarship relating to a particular academic discipline is discussed and published in printed, online or both. Additionally, academic journals serve as a permanent and transparent forum for presentation, scrutiny, and discussion of research; they are usually peer-reviewed or refereed (i.e. other experts (peers) in the field weigh-in on the quality of the article as well as the article's importance in their field of study.

The purpose of an academic journals according to Henry (2021) "The First Editor of Philosophical Transactions of the Royal Society" is to give researchers avenue to "impart their knowledge to one another, and contribute what they can to the Grand design of improving natural knowledge, and perfecting all philosophical arts, and science. According to Frank (2016), an academic and scientific journal contain articles written by someone with academic qualifications or expert knowledge that is evidence-based, (including abstract, introduction, literature review, methodology, results, discussions and references) aimed at a scholarly audience. The American Psychological Association 'APA' (2018) stated that journal articles may include original research, re-analyses of research, reviews of literatures in a specific area, proposal of new but untested theories, or opinion pieces. It is on this assertion made by APA that Henry (2021) categorically partitioned academic journals into three broad groups: Original Articles, Review Articles and Theoretical Articles. *Original articles* usually consist of study reports and describe results obtained from research for the first time; *review articles* are critical evaluation of studies that have already been published; and *theoretical articles* are reports in which the authors are trying to formulate new theories based on existing research. The journal has traditionally been seen to embody four functions:

i. **Registration:** Establishing the author's precedence and ownership of an idea
ii. **Dissemination:** Communicating the findings to its intended audience
iii. **Certification:** Ensuring quality control through peer review and rewarding authors
iv. **Archival record:** Preserving a fixed version of the paper for future reference and citation.

Stranack (2019) in his book "starting a new scholarly journal in Africa" identified types of journal publications to include General Journals (i.e. journals that are usually multidisciplinary, broadly focused, and accepting contributions from many fields of research); Specialized Journals (i.e. journals that more narrowly-defined and specific discipline-focused); Regional Journals (i.e. journal covering research from a particular geographical area, whether national or international); Institutional Journals (individual centered journals); and Annual Reviews (i.e. produced only once each year and can cover any area discussed above.

Scholarship

Hansen and Roberts (1992) defined scholarship as a financial support awarded to a student, based on academic achievement or other criteria that may include financial need, for the purpose of schooling. According to USAID (2013), there are various types of scholarships, the two most common being merit-based and need-based. The Merit and Needs-Based Scholarship Program (MNBSP) provides full tuition scholarships and stipends to talented yet economically disadvantaged youth to earn a bachelor's or master's degree. This type of scholarship covers student housing, textbooks, a food stipend, and tuition. USAID (2013) added that "Scholarships have become popular tools to maximize human capital within their academic environment". In accordance to this, Taylor (2016) stressed that:

> The goals and purposes of scholarship programs often relate to encouraging students to

engage and excel academically; keeping those deemed most talented from leaving the academic environment; and encouraging higher education participation and attainment. This in the long run will improve the beneficiary and the institution itself as improvement in the individual will leads to better performance.

In Scholarship report of University of South-Alabama (2017), criteria for recipient selection was clearly stated as was reported that "the donor or department funding the scholarship sets the criteria for recipient selection, and the grantor specifically defines how the money is to be applied. Scholarships are typically awarded using a variety of factors: including but not limited to: academic achievement (e.g. students that demonstrate a high degree of scholastic aptitude and performance), departmental and community involvement, employment experience, areas of study and financial needs (www.una.edu.com).

A scholarship is an award of financial aid for students to further their education at a private elementary or secondary school, or a private or public post-secondary college, university, or other academic institution. Scholarships are awarded based on different criteria which usually reflect the values and purposes of the donor or founder of the award. The criteria could be academic merit, diversity and inclusion, athletic skill, financial need, among others. While scholarship recipients are not required to repay scholarships, the award may require that the recipient continue to meet certain requirement during their period of support (Michael, 2003).

Staff Performance

Generally, performance could be regarded as one of the key determinant factors that are widely used in measuring the success or failure of organizations. Although several research works had been carried out on performance related issues as it affects organizations or firms but its definition has been challenging to researchers. According to Roger and Wright (1998), performance is probably the most widely used dependent variable in organizational research today, yet it remains one of the vaguest and loosely defined constructs. They further confirmed that the struggle to establish a meaning for performance has been ongoing for many years and it is not limited to academicians.

Gavrea, Ilies and Stegerean (2021), confirmed the fact that defining performance has been very challenging to researchers because of its many meanings. However, they traced the history of the attempted definitions of performance as noted by other researchers between 1950s and 2006. In the 50s organizational performance was defined by Georgopolis and Tannebaman (1957) as the extent to which organizations fulfilled their objectives. In this era, performance evaluation focused on work, people and invariably, staff performance.

However, there are a number of measures that can be taken into consideration when measuring performance for example using of productivity, efficiency, effectiveness, quality and profitability measures (Ahuja 2017) as briefly explained hereafter. *Profitability* is the ability to earn profits consistently over a period of time. It is expressed as the ratio of gross profit to sales or return on capital employed (Wood & Stangster 2002). *Efficiency and effectiveness* - efficiency is the ability to produce the desired outcomes by using as minimal resources as possible while effectiveness is the ability of employees to meet the desired objectives or target (Stoner 1996). *Productivity* is expressed as a ratio of output to that of input (Stoner, Freeman and Gilbert Jr 1995). It is a measure of how the individual, organization and industry converts input resources into goods and services. The measure of how much output is produced per unit of resources employed (Lipsey 1989). *Quality* is the characteristic of products or services that bear an ability to satisfy the stated or implied needs (Kotler and Armstrong 2012). It is increasingly achieving better products and services at a progressively more competitive price (Stoner 1996).

Training and Staff Performance

This section is considered useful because of the fact that conference attendance, journal publications and scholarship are examples of training and development. It is therefore, necessary for us to review literatures linking training and staff performance as reviewed below:

Some studies have proceeded by looking at performance in terms of employee performance in particular (Purcell, Kinnie & Hutchinson 2003; Harrison 2000) while others have extended to a general outlook of organizational performance (Guest 1997; Swart, 2011). In one way or another, the two are related in the sense that employee performance is a function of organizational performance since employee performance influences general organizational performance. In relation to the above, Wright & Geroy (2021) note that employee competencies change through effective training programmes. It therefore not only improves the overall performance of the employees to effectively perform their current jobs but also enhances the knowledge, skills an attitude of the

workers necessary for the future job, thus contributing to superior organizational performance.

Training has been proved to generate performance improvement related benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Appiah 2020; Harrison 2000; Guest 1997). Moreover, other studies for example one by Swart, (2021) elaborate on training as a means of dealing with skill deficits and performance gaps as a way of improving employee performance. According to Swart (2021): bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the employees and enhancing employee performance. He further elaborates the concept by stating that training facilitate organization to recognize that its workers are not performing well and a thus their knowledge, skills and attitudes needs to be moulded according to the firm needs.

It is always so that employees possess a certain amount of knowledge related to different jobs. However, it is important to note that this is not enough and employees need to constantly adapt to new requirements of job performance. In other words, organizations need to have continuous policies of training and retaining of employees and thus not to wait for occurrences of skill and performance gaps. According to Wright and Geroy (2017), employee competencies change through effective training programs. The authors added thus:

> It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organizational performance. Through training the employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner. Further still, dissatisfaction complaints, absenteeism and turnover can be greatly reduced when employees are so well trained that can experience the direct satisfaction associated with the sense of achievement and knowledge that they are developing their inherent capabilities.

Most of the benefits derived from training are easily attained when training is planned. This means that the organization, trainers and trainees are prepared for the training well in advance. According to Kenney and Reid (2016) planned training is the deliberate intervention aimed at achieving the learning necessary for improved job performance.

Summarily, whenever training is aligned with organizational strategy, it results in high performance in those organizations. Training therefore, has been validated to generate overall performance improvement associated blessings for the employee in addition to for the organization by using positively influencing employee performance via the improvement of worker expertise, capabilities, capacity, talents and behavior (Benedictta and Appiah, 2020).

Review of Empirical Studies

Asogwa and Ezugwu (2021) Examined the Impact of TETFund Funding on Nigerian Scholars' Teaching and Research Abilities. Seventy-two academic staff of two Institutions of Higher Learning participated in the study. Data was collected using a self-developed instrument designed to ascertain TETFund funding's influence on the lecturers' motivation and commitment to teaching and research. The result of the simple regression analysis conducted revealed that TETFund funding statistically significantly predicted teaching and research. The study concludes that TETFund financing is crucial in teaching research in Nigeria's academia. It is recommended that tertiary institutions encourage their academic staff to access the funding fully.

Fejoh and Adesanwo (2021) examined the impact of TETFund interventions on the development of Olabisi Onabanjo University, Ogun State, Nigeria. Descriptive survey research design was adopted and quantitative data were collected using a questionnaire to elicit information from a total number of 250 respondents from total population of 1,723 staff of the university. From the sample size, 128 (56%) were male while 122 (54%) were female. Data collected were analyzed using regression analysis to test all the hypotheses at 0.05 level of significance. Findings revealed that TETFund interventions have significant impact on infrastructural development, staff development and industrial peace in Olabisi Onabanjo University. It is therefore recommended that the Federal Government should step up efforts to ensure that tertiary institutions (federal and state owned) are adequately funded through TETFund so that staff salaries and other staff related matters which have

been a major source of industrial conflict and disharmony is addressed. This study operationalizes the dependent variable – 'Development' into – infrastructural development, staff development and industrial peace. Our study operationalizes TETFund intervention into TETFund's conference attendance sponsorships strategy; TETFund's journal publications sponsorships strategy and TETFund's scholarship sponsorship strategy. This will make our study 'unique' within the field of training and development.

Sirajo, (2021) conducted a study titled "assessment of the contribution of TETFund interventions to the academic staff development in Umaru Musa Yar'adua University". The study employed both primary (questionnaire and interview) and secondary sources. A population of 566 academic staffs was used from which 217 were drawn as the sample size using stratified-purposive sampling technique. Multiple regression analysis was used through SPSS (version 23.0) in testing the hypotheses. The study concluded that TETFund interventions has significantly contributed to the performance of academic staffs in Umaru Musa Yar'adua University. The study captured variables as Research Grant, Academic Staff Training and Development and Journal Publication. Our study operationalizes TETFund intervention into TETFund's conference attendance sponsorships strategy; TETFund's journal publications sponsorships strategy and TETFund's scholarship sponsorship strategy. This has made our study a 'novel' within the field of training and development.

Ezeali (2017) investigated the Impact of TETFund Intervention on Human Resources Development in Government Owned Tertiary Institutions in South Eastern Nigeria (2021-2016). The objectives of the study are to examine the extent to which TETFund intervention on staff training and development improve the skills of workers in government owned tertiary institutions in South-Eastern Nigeria; and to determine the extent to which TETFund sponsorship of staff to conferences and workshops improve research and the academic growth in tertiary institutions. The study adopts the descriptive survey research design. The total population of the study is 17,108 respondents drawn from government owned tertiary institutions in South-Eastern Nigeria. Primary data are collected using structured questionnaire that are administered to a sample of 391 while 340 copies were returned and used for the analysis. Two hypotheses were formulated and tested. The results of the correlation tests indicate that TETFund intervention on training and development has great impact on improved skills and development of the staff of tertiary institutions, and TETFund sponsorship of academic staff to conferences and workshops has significant impact on research and academic growth in tertiary institutions. The study concluded that despite the fact that TETFund has immensely improved human resources development in government owned tertiary institutions, there is still need for improvement. The study operationases both the Independent variable (as TETFund intervention on staff training and development and TETFund sponsorship of staff to conferences and workshops) and the dependent variable (as improvement in skills of workers and research and academic growth). The current study only operationalizes the predictor variable (as TETFund's conference attendance sponsorships strategy; TETFund's journal publications sponsorships strategy and TETFund's scholarship sponsorship strategy) against one dependent or problem variable – Academic staff's performance).

Grace, (2016) investigated the Influence of TETFUND Intervention Fund to Educational Research in Nigerian Universities. Descriptive survey method was adopted. The target population was 6,939 lecturers in South East Universities. Stratified simple random technique was used. The sample size was 386. Using 10 lecturers from University of Uyo, the reliability coefficient was determined using Cronbach's Alpha technique which yielded 0.965. The hypothesis was formulated and tested with one-way ANOVA and Minitab software techniques at 0.05 level of significance and 14 degrees of freedom. The findings showed that TETFUND intervention fund to a high extent has no significant influence on educational research in Universities in South East, Nigeria. Based on the findings of this study, the study recommended among others the need for lecturers to engage in researches that would feed both the government and the private sector with useful information for socio-economic development and improvement of the living standard of the people and that Nigerian universities should be research inclined in order to come up with solutions to the numerous problems facing the country. This study is a uni-causal structural study (i.e. one predictor variable (TETFUND intervention fund) against one criterion or problem variable (i.e. educational research)). Our own study will be multi-causal hypothetical structural study (i.e. three predictor variables (TETFund's conference attendance sponsorships strategy; TETFund's journal publications sponsorships strategy and TETFund's scholarship sponsorship strategy) against one dependent or problem variable – Academic staff's performance).

Abdulaziz, Olokooba, Iyekolo (2020) assessed Tertiary Education Trust Fund

intervention on academic staff capacity building in Lagos State University, Nigeria. The population for this study was all academic staff of Lagos State University. One hundred and ninety-six questionnaires were randomly administered to one hundred and ninety-six (196) academic staff in the university. The findings of the study revealed that provision of infrastructure for effective teaching and learning is the major the fund intervention towards qualitative transformation of academic staff in Lagos State University. The finding of the study also showed that the fund intervention in Lagos State University for academic staff capacity building was major priority. Based on the findings of the study, it was recommended that the fund should eliminate the level of bureaucratic bottlenecks often associated with accessing approved funds. Having noted that University education is cost-effective, donor agencies and philanthropic individuals and groups, should assist governments in funding tertiary education in the country.

Amin, Babaita, Olowookere, and Abioye (2020) assessed Tertiary Education Trust Fund Intervention (TETFUND) in Kwara State Polytechnic, Ilorin, Nigeria. The study traced the historical background of Kwara State Polytechnic, Ilorin. It examined the source of TETFund funding, impact and challenges of TETFund in Kwara State Polytechnic, Ilorin. The study relied on both primary and secondary data. Management by Objectives (MBO) propounded by Peter F. Drucker was adopted. Finding from the study showed that TETFund receive her running cost only through taxes. The 3% out of company's profit across the country goes to TETFund through the Federal Inland Revenue. Project intervention, staff training and development intervention and library intervention were the activities executed in Kwara State Polytechnic, Ilorin. TETFund is confronted with the strategy of lowest bidder and withdrawal of State Government from her responsibilities in educational sector. The paper recommended that TETFund should intensify effort on monitoring and evaluation, there should be more focus on staff training and development and strategy of lowest bidder should be avoided.

Victoria C. O., and Emmanuel O. E., (2014) examines the role of the Tertiary Education Trust Fund (TETFund) in the management of university education in Nigeria. The paper was guided with the use the Management by Objectives theory developed by Drucker in 1954. Emphases were laid on the basic functions of TETFund such as that of project facilitation, funding and staff development. The challenges confronting TETFund and ways of improving TETFund's relevance in Universities in Nigeria were also discussed. It was concluded that if well-coordinated, TETFund can help to boost the structure of university education in Nigeria. It was therefore recommended that various private organizations should contribute to the empowerment of TETFund and appropriate legislations should be made to assist the agency carry out its activities effectively.

Frederick Herzberg's Motivation Theory (1966)

Frederick Herzberg, conducted studies on worker motivation in the 1950s. He developed the Motivation-Hygiene theory of worker satisfaction and dissatisfaction. Of the many theories of work motivation, Herzberg's (1966) motivator-hygiene theory has been one of the most influential in recent decades. The 'motivator factors' include such things as responsible work, independence in doing the work, and satisfaction arising from the completion of training (e.g. through conference attendance, scholarships award training etc.) and challenging tasks.

Herzberg perceived motivational and hygiene factors to be separated into two dimensions affecting separate aspects of job satisfaction. This belief differed from the traditional approach of viewing job satisfaction and dissatisfaction as opposite ends of the same continuum (Herzberg, 1966). Hygiene factors prevent dissatisfaction but they do not lead to satisfaction. They are necessary only to avoid bad feelings at work. On the other hand, motivators are the real factors that motivate employees at work. According to Frederick Herzberg, hygiene factor operates primarily as de-motivators if they are not sufficient.

Herzberg (1966) also suggests that workers are most satisfied and most productive when their jobs are rich in the motivator factors and are well trained (through conference attendance, scholarships award training etc.). This in essence, means that with academic staff benefiting from TETFund sponsorship in scholarship programmes and TETFund sponsorship in conference attendance, there is bound to be improvement in their performance.

Frederick Herzberg's motivation theoryis hinged on the satisfaction and the productive nature of workers when their jobs are rich in the motivator factors and are well trained. This issue of training is linked to the independent variable of the study – (TETFund's conference attendance sponsorships strategy; TETFund's journal publications sponsorships strategy and TETFund's scholarship sponsorship strategy). On the other hand, the productiveness and job satisfaction relates to criterion variable of academic staff's performance. Therefore, Herzberg's motivation theorywhen effectively appliedhas been shown to increase the efficiency and effectiveness of most public staff which is believed to do same in Federal

Polytechnic, Damaturu, Yobe State. This study anchors on the problem of inaccessibility of conference attendance funds from TETFund intervention scheme; lack of journal publications sponsorships by TETFund and low scholarship skill improvement in Federal Polytechnic, Damaturu, Yobe State. Therefore, given the operational guidelines of Frederick Herzberg's motivation theory (i.e. Improvement in worker's/staff's productivity when their jobs are rich in the motivator factors and are well trained), it is rather pertinent to apply Herzberg's motivation theory to this study.

Methodology

In this research, the quantitative method was used. The population of the study comprised 543, five hundred and forty three beneficiaries of Tetfund intervention at Federal Polytechnic, Damaturu Yobe State. Using Tamani's fomular the sample size becomes 230. A questionnaire was issued to all and the return rate was 100% percent. Descriptive data analysis was used.

Presentation and analysis

Socio-Demographic Characteristics of Respondents

This section presents the demographic distribution of respondents based on sex, age, educational qualification, and years of working experience. These characteristics provide insight into the professional composition of the respondents and help contextualize the interpretation of the findings.

Table 1.1 Sex Distribution of Respondents

Sex	Frequency	Percentage 100%
Male	148	64.3
Female	82	35.7
Total	230	100

Source: Field Survey, 2025

Table 1.1 shows that 148 respondents (64.3%) were male, while 82 respondents (35.7%) were female. This indicates that the academic workforce in Federal Polytechnic, Damaturu is male dominated. The gender distribution suggests that male academic staff constitute the majority of those participating in TETFund intervention programmes within the institution.

Table 1.2 **Distribution of Respondents by Educational Qualification**

Qualification	Frequency	Percentage (%)
HND/B.Sc.	71	30.9
M.Sc.	104	45.2
Ph.D.	55	23.9
Total	**230**	**100**

Source: Field Survey, 2025

Table 1.2 shows that 104 respondents (45.2%) possess Master's degrees, representing the largest proportion of the respondents. This is followed by 71 respondents (30.9%) with HND/B.Sc. qualifications, while 55 respondents (23.9%) hold doctoral degrees. The dominance of Master's degree holders reflects the transitional academic structure typical of Nigerian polytechnics where many staff members are pursuing doctoral training, often supported by interventions such as the Tertiary Education Trust Fund (TETFund).

Extent to which TETFund Conference Attendance Sponsorship has Impacted Academic Staff Performance

Table 2.1 Participation of Academic Staff in Local Conferences

Response	Frequency	Percentage (%)
Strongly Agree (SA)	82	35.7
Agree (A)	94	40.9
Undecided (U)	20	8.7
Disagree (D)	22	9.6
Strongly Disagree (SD)	12	5.2
Total	**230**	**100**

Source: field work,2025

The table indicates that 176 respondents (76.6%) either strongly agreed or agree**d** that academic staff participate in local conferences through TETFund sponsorship. Only **1**4.8% expressed disagreement,

while 8.7% remained undecided. The mean score of 3.92 shows a clear positive perception that conference sponsorship significantly facilitates participation in local academic engagements.

This finding suggests that the intervention has enhanced opportunities for academic interaction, knowledge exchange, and professional exposure within national academic networks.

Extent to which TETFund Journal Publication Sponsorship has Impacted Academic Staff Performance

Table 3.1 TETFund Contribution to Local Journal Publications

Response	Frequency	Percentage (%)
Strongly Agree (SA)	76	33.0
Agree (A)	97	42.2
Undecided (U)	22	9.6
Disagree (D)	23	10.0
Strongly Disagree (SD)	12	5.2
Total	**230**	**100**

Source: field work,2025

The Table indicates that 173 respondents (75.2%) agreed that TETFund has contributed to the publication of academic work in local journals, while 15.2% disagreed and 9.6% were undecided. The mean score of 3.88 demonstrates that respondents perceive the intervention as positively supporting the dissemination of scholarly work within national academic platforms.Local journal publication is particularly important in strengthening indigenous scholarship and ensuring that locally relevant research contributes to national development debates.

Table 3.1.1 TETFund Contribution to International Journal Publications

Response	Frequency	Percentage (%)
Strongly Agree (SA)	72	31.3
Agree (A)	95	41.3
Undecided (U)	24	10.4
Disagree (D)	25	10.9
Strongly Disagree (SD)	14	6.1
Total	**230**	**100**

Source: field work,2025

Table 1.3.2 shows that 167 respondents (72.6%) agreed that TETFund sponsorship has supported the publication of research in international journals, while 17% disagreed and 10.4% remained undecided. The mean score of 3.82 indicates that respondents generally acknowledge the positive role of TETFund in facilitating global research visibility.International publication enhances institutional reputation and connects local scholars with global academic networks (Altbach & Salmi, 2011).

Extent to which TETFund Scholarship Sponsorship has Impacted Academic Staff Performance

Table 4.1 TETFund Training Exposure to Diverse Intellectual Traditions

Response	Frequency	Percentage (%)
Strongly Agree (SA)	91	39.6
Agree (A)	93	40.4
Undecided (U)	15	6.5
Disagree (D)	20	8.7
Strongly Disagree (SD)	11	4.8
Total	**230**	**100**

Source : field work, 2025

Table 4.1 shows that 184 respondents (80%) agreed that TETFund-sponsored training programmes expose academic staff to broader intellectual traditions**;** while13.5% disagreed and 6.5% remained neutral**.** The mean score of 4.01 indicates a strong perception that the intervention enhances intellectual diversity and scholarly engagement among staff.

Exposure to broader intellectual traditions strengthens critical thinking and promotes interdisciplinary scholarship within tertiary institutions.

Factors Hindering TETFund Intervention Programmes in Federal Polytechnic, Damaturu

Table 5.1 Administrative and Bureaucratic Bottlenecks in Accessing TETFund Support

Response	Frequency	Percentage (%)
Strongly Agree (SA)	92	40.0
Agree (A)	90	39.1
Undecided (U)	17	7.4
Disagree (D)	19	8.3
Strongly Disagree (SD)	12	5.2
Total	**230**	**100**

Source : field work,2025

The table shows that 182 respondents (79.1%) agreed that bureaucratic procedures associated with accessing TETFund support constitute a major hindrance, while13.5% disagreedand7.4% were undecided**.** Themean score of 4.01 reflects a strong perception that administrative complexities within institutional processes can delay or discourage staff participation. Complex administrative procedures are a recurring challenge in the implementation of development interventions within public institutions

Discussion of Findings

The first objective of the study examined the extent to which TETFund conference attendance sponsorship influences academic staff performance in Federal Polytechnic, Damaturu. The quantitative findings indicate a strong perception among respondents that conference sponsorship significantly enhances academic engagement and professional development.

Survey results showed that 76.6 percent of respondents agreed that TETFund sponsorship has enabled academic staff to participate in local conferences, while 73.9 percent indicated that the intervention has facilitated participation in international conferences. Furthermore, 78.7 percent of respondents agreed that conference participation enables staff to share knowledge and ideas with colleagues in their field, with an aggregate mean score of 3.92. These results suggest that conference participation functions as a significant mechanism for intellectual exchange and professional networking among academic staff.

The findings align with the broader literature on academic professional development. Conferences serve as vital platforms for knowledge dissemination, peer review, and scholarly collaboration, which ultimately contribute to improved research productivity and teaching practices (Rowe, 2018). Participation in academic conferences also enables scholars to gain exposure to emerging research trends, methodological innovations, and interdisciplinary debates.

The practical implications of these findings are particularly relevant within the Nigerian higher education context. Many tertiary institutions in developing countries operate under conditions of limited research funding and restricted access to international scholarly networks. TETFund conference sponsorship therefore plays a crucial role in bridging the global academic engagement gap faced by scholars in such environments.

For instance, participation in international conferences allows academic staff to present research findings to global audiences and receive critical feedback that strengthens the quality of their work. In many cases, conference presentations later evolve into peer-reviewed journal publications, thereby improving institutional research output. This pattern has been widely documented in higher education development studies (Altbach & Salmi, 2011).

In addition to research productivity, conference participation also contributes to improvements in teaching effectiveness. Exposure to new teaching methods, curriculum innovations, and technological approaches to learning often influences how academics design and deliver lectures in their home institutions. Staff who attend conferences are therefore more likely to introduce updated pedagogical approaches into their teaching practice.

However, while the findings generally indicate positive outcomes, several operational issues may moderate the effectiveness of conference sponsorship programmes. One recurring concern in Nigerian tertiary institutions relates to the timeliness of funding approval and administrative processing. Delays in funding disbursement may prevent staff from attending important conferences even after their papers have been accepted.

Overall, the evidence suggests that TETFund conference attendance sponsorship plays an important role in improving academic staff performance through enhanced professional exposure, research collaboration, and knowledge exchange. These outcomes reinforce the broader policy rationale behind the establishment of TETFund as a mechanism for strengthening academic capacity in Nigerian tertiary institutions.

The second objective of the study examined the extent to which TETFund journal publication sponsorship influences academic staff performance in Federal Polytechnic, Damaturu. Within contemporary higher education systems, research publication represents one of the most important indicators of academic productivity, intellectual contribution, and institutional reputation. Universities and polytechnics increasingly evaluate staff performance through measurable outputs such as peer reviewed journal articles, conference papers, and scholarly books (Altbach, 2015; Teferra, 2016).

The empirical findings of this study indicate that TETFund publication sponsorship has had a substantial positive effect on research productivity among academic staff in Federal Polytechnic, Damaturu. The survey results showed that 75.2 percent of respondents agreed that TETFund has contributed to the publication of academic work in local journals, while 72.6 percent indicated that the intervention has supported publication in international journals. In addition, 76.5 percent of respondents agreed that TETFund has facilitated the publication of scholarly articles by academic staff, producing an overall mean score of 3.87. These results suggest that the intervention programme has significantly improved the research dissemination capacity of staff within the institution.

One of the major structural barriers to research productivity in many developing countries is the high cost associated with academic publishing. Many reputable international journals require substantial publication fees, particularly in open access publishing models. For academic staff working in resource constrained institutions, these financial costs often limit the ability to disseminate research findings widely. TETFund publication sponsorship therefore addresses a critical institutional gap by covering publication costs and enabling staff to publish in reputable journals.

The survey responses also suggest that the programme has expanded opportunities for academic staff to publish in both local and international journals, thereby strengthening the research profile of the institution. Local journals play an important role in addressing context specific research issues that may not receive attention in global academic debates. At the same time, international publications enhance global visibility and contribute to the internationalization of academic scholarship (Altbach, 2015).

The implications of these findings extend beyond individual academic careers. Increased research publication contributes to institutional reputation, accreditation standards, and national knowledge production. In Nigeria, regulatory agencies such as the National Board for Technical Education often consider staff research output when evaluating the academic strength of tertiary institutions. Improved publication output therefore enhances the institutional credibility of Federal Polytechnic, Damaturu within the national higher education system.

However, despite the positive impact of publication sponsorship, several operational challenges remain evident. Some respondents indicated that the process of accessing publication support can sometimes involve bureaucratic procedures, which may delay the publication process. In addition, the growing pressure on academics to publish for career advancement sometimes leads to competition for limited sponsorship opportunities.

Nevertheless, the overall evidence suggests that TETFund journal publication sponsorship has significantly strengthened research productivity among academic staff in Federal Polytechnic, Damaturu. By addressing the financial barriers associated with academic publishing, the programme has enhanced the capacity of staff to contribute to scholarly knowledge and participate actively in global academic discourse.

The findings therefore reinforce the broader policy argument that sustained investment in research funding is essential for strengthening academic institutions in developing countries. Without such support, many academics would struggle to disseminate their research findings effectively, thereby limiting the intellectual contribution of tertiary institutions to national development.

The third objective of the study examined the extent to which TETFund scholarship sponsorship programmes influence academic staff performance in Federal Polytechnic, Damaturu. Scholarship interventions represent one of the most significant instruments for academic capacity development within tertiary education systems. By supporting postgraduate training and specialized professional development, scholarship programmes strengthen the human capital base of academic institutions and improve the quality of teaching, research, and knowledge production (Altbach, 2015; Teferra, 2016).

The empirical evidence generated from the survey data indicates that TETFund scholarship sponsorship has had a strong positive influence on

academic staff development in Federal Polytechnic, Damaturu. The results presented in Chapter Four showed that 80.4 percent of respondents agreed that TETFund has sponsored Master's degree programmes for academic staff, while 77.4 percent confirmed that the intervention has supported doctoral degree programmes. Similarly, 79.2 percent of respondents agreed that the programme has supported professional training opportunities that expose staff to new knowledge and ideas, while 80 percent indicated that such training programmes have exposed academic staff to broader intellectual traditions. These responses produced an aggregate mean score of 4.00, indicating strong agreement regarding the positive contribution of scholarship sponsorship to staff performance.

These findings are consistent with the broader literature on human capital development in higher education institutions. Investment in advanced academic training increases the intellectual capacity of academic staff, improves research competence, and enhances the quality of teaching delivered to students (Teferra, 2016). Academic staff who obtain postgraduate qualifications often develop stronger research skills, broader theoretical knowledge, and greater exposure to global academic debates.

One of the most visible outcomes of scholarship sponsorship is the increase in doctoral level qualifications among academic staff. In many Nigerian tertiary institutions, a significant proportion of academic staff initially possess only bachelor's or master's degrees at the point of employment. Through scholarship interventions such as the TETFund Academic Staff Training and Development programme, many staff members are able to pursue doctoral degrees either within Nigeria or in foreign universities.

Survey responses suggest that these training opportunities contribute significantly to the intellectual development and professional confidence of academic staff. Staff members who participate in international training programmes, for example, often gain exposure to new research techniques and institutional practices that they later apply within their home institutions.

Despite these positive outcomes, the findings also reveal certain institutional issues that may influence the effectiveness of scholarship programmes. One challenge relates to the limited number of scholarship slots available in relation to the growing number of eligible academic staff. As institutions expand and new academic departments are created, the demand for postgraduate training opportunities often exceeds available sponsorship capacity.

Nevertheless, these challenges do not diminish the overall significance of scholarship sponsorship as a key driver of academic development. The empirical evidence from this study clearly demonstrates that TETFund scholarship programmes have significantly improved the academic capacity of staff in Federal Polytechnic, Damaturu.

Overall, the results indicate that scholarship sponsorship represents the most influential dimension of TETFund intervention in improving academic staff performance, primarily because it directly strengthens the knowledge base, research competence, and professional development of academic staff.

The fourth objective of the study examined the factors that hinder the effective implementation of TETFund intervention programmes in Federal Polytechnic, Damaturu. While the earlier findings demonstrate that TETFund interventions have significantly improved academic staff performance through conference sponsorship, publication support, and scholarship programmes, the effectiveness of these interventions can be influenced by institutional and administrative constraints.

The empirical evidence from the survey responses indicates that several operational challenges limit the full realization of the benefits associated with TETFund programmes. The descriptive analysis presented in Chapter Four showed that 80 percent of respondents agreed that delays in the processing and release of TETFund funds hinder the effective implementation of intervention programmes, producing a mean score of 4.03. Similarly, 77.4 percent of respondents indicated that limited awareness of available TETFund opportunities among academic staff constrains participation, while 79.1 percent agreed that bureaucratic administrative procedures make it difficult to access intervention programmes. Furthermore, 77.4 percent of respondents identified inadequate institutional support mechanisms as a constraint affecting the utilization of TETFund programmes, producing an overall mean score of 3.99 for the hindering factors.

These findings suggest that although TETFund interventions are fundamentally beneficial, their implementation is sometimes constrained by administrative and institutional factors that affect accessibility and efficiency. Such operational challenges are not unique to Federal

Polytechnic, Damaturu but reflect broader governance issues commonly associated with public sector programme implementation in developing countries (Saint, Hartnett, & Strassner, 2003).

The study also highlighted the role of bureaucratic administrative procedures in shaping access to TETFund programmes. Public sector funding mechanisms often involve multiple layers of administrative approval, documentation requirements, and verification processes. While these procedures are intended to ensure accountability and transparency in the use of public funds, they can sometimes create delays and discourage potential beneficiaries.

For example, the process of applying for conference sponsorship or publication support may require several stages of institutional endorsement before approval is granted. These administrative procedures may lengthen the time required to access funding support, particularly when institutional management structures are not sufficiently streamlined.

Institutional support mechanisms such as research offices, academic planning units, and staff development committees play important roles in coordinating staff access to intervention opportunities. When these institutional structures are weak or under-resourced, academic staff may experience difficulties navigating the procedures required to benefit from available programmes.

Despite these challenges, the findings suggest that the constraints identified do not fundamentally undermine the positive impact of TETFund interventions. Instead, they highlight areas where institutional reforms and administrative improvements could further enhance the effectiveness of these programmes.

Overall, the findings indicate that while TETFund interventions have made important contributions to academic staff development in Federal Polytechnic, Damaturu, addressing issues related to administrative efficiency, awareness creation, and institutional support structures would further improve the accessibility and effectiveness of these programmes.

Conclusion and Recommendation

In conclusion, the study affirms that targeted funding interventions are essential for promoting research productivity, professional development, and teaching quality. Furthermore, the effectiveness of such interventions depends not only on financial support but also on institutional efficiency, timely administrative processes, and effective communication of opportunities to academic staff. By addressing these contextual constraints, TETFund interventions can be more fully leveraged to enhance academic performance and institutional excellence.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are proposed to enhance the impact of TETFund interventions on academic staff performance in Federal Polytechnic, Damaturu:

1. **Strengthen Fund Disbursement Processes:** TETFund and institutional management should streamline the processing and release of funds to ensure timely access to conference sponsorship, journal publication support, and scholarship programmes. Prompt fund release will allow staff to fully participate in scheduled academic activities without delays.
2. **Enhance Awareness of Programmes:** Institutions should implement effective communication strategies to ensure that all academic staff are aware of available TETFund interventions, eligibility criteria, and application procedures. This could include regular staff briefings, emails, and dedicated information portals.
3. **Develop Institutional Support Structures:** The Polytechnic should strengthen internal support mechanisms such as research offices, staff development units, and postgraduate training committees to facilitate smooth access to TETFund programmes.
4. **Prioritize Scholarship Sponsorship:** Given the strong influence of scholarship programmes on staff performance, TETFund and institutional management should consider expanding the number of postgraduate and professional trainingslots to reach a larger proportion of academic staff. This will further enhance human capital and research capacity.
5. **Monitor and Evaluate Programme Impact:** TETFund should establish a robust monitoring and evaluation framework to track the effectiveness of interventions. Continuous assessment will identify operational challenges early, provide insights for improvement, and ensure that funding programmes achieve

intended academic and institutional outcomes.

6. **Promote Research Culture:** Beyond funding, institutions should foster a culture of research and publication by recognizing and rewarding staff achievements in conferences, publications, and postgraduate training. This will reinforce motivation and encourage sustained engagement with TETFund-supported activities.

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