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NIGERIAN JOURNAL OF PUBLIC SECTOR MANAGEMENT (NJPSM)

Impact Of Tertiary Education Trust Fund (TETfund) Intervention on the Academic Staff's Performance in Nuhu Bamali Polytechnic, Kaduna State

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Abstract

Much literature attests to the claim that effective staff training is essential for an improved staff performance which will lead to the success of educational institutions. TETFund intervention (through conferences attendance, journal publications and scholarships skills) is one of the ways of academic staff's performance in tertiary institutions. It is against this background that the study assessed the impact of TETFund intervention (through conferences attendance and journal publications) on academic staff's performance in Nuhu Bamalli polytechnic from 2011 to 2020. Notwithstanding its importance, TETFund is faced with challenges in accessing the available funds that could enhance their participation in trainings and other programs (e.g. conference attendance, journal publications necessary for promotions etc.). The study made use of questionnaire and interviews to obtain primary data necessary for the study. Secondary data was derived from relevant documents to complement the primary data. Quantitative data collected through questionnaire was analysed both descriptively and inferentially. The inferential statistical tool for the study is multiple regression analysis with the help of (SPSS) version 23.0. On the other hand, the responses of face-to-face interview were thematically analyzed. The study found out among others that TETFund's conference attendance sponsorships has significantly impacted academic staff's performance in Nuhu Bamali Polytechnic, Zaria, Kaduna State. More so, the study also found that TETFund's journal publications sponsorships has significantly impacted academic staff's performance in Nuhu Bamali Polytechnic, Zaria, Kaduna State. The study recommended among others the need for TETFund agency to as a matter of fact put in a lot of effort in the area of conference attendance sponsorships to ensure improvement in the performance of academic staff in Nuhu Bamali Polytechnic, Zaria, Kaduna State. TETFund agency should also strive to ensure that more journal publications are sponsored by them to improve the performance of academic staff in Nuhu Bamali Polytechnic, Zaria, Kaduna State and other tertiary institutions.

Keywords: Conferences Attendance, Journal Publications, Staff Performance and TETFund

Introduction

It is a general belief that education plays a vital role in achieving development in all ramifications. In many countries, education has provided one dependable leverage for national development. In this regard, education and training have continued to receive a very high priority in countries' national development plans in order to educate and prepare enough

people to fill middle and high level positions in the private and public sectors of the national economy. Raji (2004) described education as both a social and private good. It is an investment that is capable of yielding benefits that have some externalities. The importance of education in societal development can therefore, not be overemphasized.

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 2011 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, 2011).

Academic performance is the outcome of education. Therefore, the performance of academic staffs plays an important role in the lives of students as it affects the quality of education they receive. The objective of staff training in organizations (like Polytechnics and Universities) is to improve the performance of the academic staffs. It is on this assertion that Fejoh, (2020) stressed that "planned training programmes (such as TETfund programmes) add value to organizations in terms of increased productivity, morale and greater organizational efficiency".

Thus, when the academic staff skills are developed through various training programs, like seminars, research grants, conference attendance, scholarships, journal publications and establishment of adequate reference libraries, their performance is enhanced, as well as that of the institutions they work for as the TETfund is out to do. That is why scholars like Fejoh, 2020; Isiaka, 2020; Onyeike and Eseyin, 2018; Udu and Nkwede, 2014; Uzochukwu, (2016) opined that:

> The Nigerian tertiary institutions have witnessed tremendous expansion since establishing the current Tertiary Education Trust Fund. They added that the intervention of the TETfund as an agency has brought reforms into Nigeria's education sector, such as funding and provision of the essential physical

infrastructures, development of library materials and equipment for effective learning.

In the same vein, Godwin, (2017); Ogechukwu and Ngozichi, (2020); Onyeneke and Ahaneku, (2020) added to the argument of aforementioned authors by stating that the TETfund objectives also include providing training and development for academic lecturers; provision of research grants and on-the-job training Our study assessed the impact of TETFund intervention on academic staff's performance in Nuhu Bamalli Polytechnic from 2011 to 2020. Previous studies on TETFund has concentrated on different aspects on TETFUND (i.e. not relating to TETFund's conference attendance sponsorships strategy and TETFund's journal publications sponsorships strategy). For example, Fejoh and Adesanwo (2021) 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 and TETFund's journal publications sponsorships strategy.

Statement of the Research Problem

Staff training efforts in the Nigerian higher institutions are supported by Article 5 (b and c) World Declaration on Higher Education (1981) as compulsory for institutions to ensure that their staff are actively engaged in research, appropriate training, resources and support. So also is the enhancement of research in all disciplines which will be made possible through support from individuals, organizations public and private sectors. Article 8 (b) of the World Declaration on Higher Education in the 21st century (1981) also mandated the higher institutions to offer varieties of training programs which include short courses, part-time, modularized courses, and distance learning.

A glimpse into the country's tertiary institutions shows that over the years, tertiary education has been faced with different problems ranging from inadequate funding to insufficient material resources to sufficiently train and develop their academic staff. In order to check this, attempts were made by stakeholders in the education sector, especially the Academic Staff Union of Universities, Polytechnics and Colleges of Education and Federal Government to curb and reposition the system for optimum output. One of such efforts is the establishment of Tertiary Education Trust Fund (TETFund) which was established as an intervention agency under the TETFund (Establishment) Act in 2011 with the responsibility for managing, disbursing and monitoring of the education tax to public tertiary institutions in Nigeria (Imran, 2013).

To enable TETFund achieve its objectives, the Act establishing the Act imposes a 2% Education Tax on the assessable profit of all registered companies in Nigeria (Ogbuabor, 2013). From the funds realized from this great agency (TETFund intervention) it has sponsored over 98,644 academic staff in public tertiary institutions for both foreign and local postgraduate programmes and 68,000 academic and non-academic staffs to various conferences since 2011 to date (TETFund, 2017). The Tertiary Education Trust Fund (TETFund) assigned N4.5 billion for staff training and development in 2017 to Polytechnics. The Project Defense and Access Clinic were also set up to ensure beneficiary institutions were able to access the funds. Nuhu Bamali Polytechnic for instance, has long cried of inaccessibility of conference attendance funds from TETFund intervention scheme. This has made most academic staff reluctant to attend conferences (Nuhu Bamali Polytechnic Conference Attendance Register, 2018). This inconsequence has impeded their performance in the area of developing conference papers to students. Regarding journal publications sponsorships by TETFund in Nuhu Bamali Polytechnic, Kaduna 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 forgetting the serious repercussion that comes with neglecting journal publications sponsorships – less experience to the staff (Nuhu Bamali Polytechnic Conference Attendance Register, 2018). It is against these stated problems that the study assessed the impact of TETFund intervention on academic staff's performance in Nuhu Bamalli polytechnic from 2011 to 2020.

Research Hypotheses

On the basis of the objectives stated above, the following hypotheses were tested in the course of the study.

Ho_1 TETFund's conference attendance sponsorships strategy have no significant impact on academic staff's performance in Nuhu Bamali Polytechnic.

Ho_2 TETFund's journal publications sponsorships strategy have no significant impact on academic staff's performance in Nuhu Bamali Polytechnic.

Methodology Research Design

This study adopted sequential mixed method also known as integrating or multimethod (Bryman, 2006; Tashakkori & Teddlie, 2003). The rationale behind the choice of 'explanatory sequential mixed method procedures' is to elaborate on the findings of one method (questionnaire) with another method (interview). In other words, the study lies on its ability to broaden understanding by incorporating both qualitative and quantitative research.

Population and Sampling of the Study

The target population for the study includes the academic staff of Nuhu Bamali Polytechnic, Kaduna State. Among the population, the beneficiaries of TETFund intervention were interviewed to corroborate the responses of the questionnaire administered to the entire designated sample size. The population of the study is summarized in table 1.

Table 3.1 Population of the Study

S/No.	Faculty	Population of Academic Staff
1.	School of Management Studies	93
2.	Department of IJMB and Office Tech. Management	87
3.	School of Applied Sciences	104
4.	School of Liberal Studies	103
5.	School of Engineering Technology	102
6.	School of Environmental Studies	108
7.	School of Vocational Education Technology	96
	Total	693

Source: Statistics Unit, Office of Deputy Registrar, Academics, 2024.

On the overall, the cumulative total of the target population is six-hundred and ninety-three (693) respondents. The study adopted Yamane sampling technique for objective determination of representative sample size. According to Yamane (1967), for a 95% confidence level and p = 0.5, size of the sample should be calculated via the following formula:

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

Where:

n = sample size required

N = number of people in the population

e = allowable error or Level of Precision (±5%)

Let this formula be used for our population, in which N = 693, with ±5% precision. Assuming 95% confidence level and p =0.5, we get the sample size as:

$$\frac{693}{1 + 693\ (0.05)^2} = 254$$

Instruments of Data Collection/ Data Analysis

The instruments of data collection are both primary and secondary data. While questionnaire and interview were the primary methods of data; reliable documents TETFund Act, 2011; World Declaration on Higher Education, 1981; Nuhu Bamali Polytechnic Conference Attendance Register, 2018; and Nuhu

Bamali Staff's Performance Appraisal Report, 2017. constituted the secondary sources of data for the study. However, the primary (quantitative) data was analysed using multiple regression and the interview responses were thematically presented and analysed.

Literature Review

Academic Conference

Today, the modern scientific system is characterized by knowledge sharing in hyperspecialized, global research networks (Wagner, 2008). 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 (2009), 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, (2001) 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:

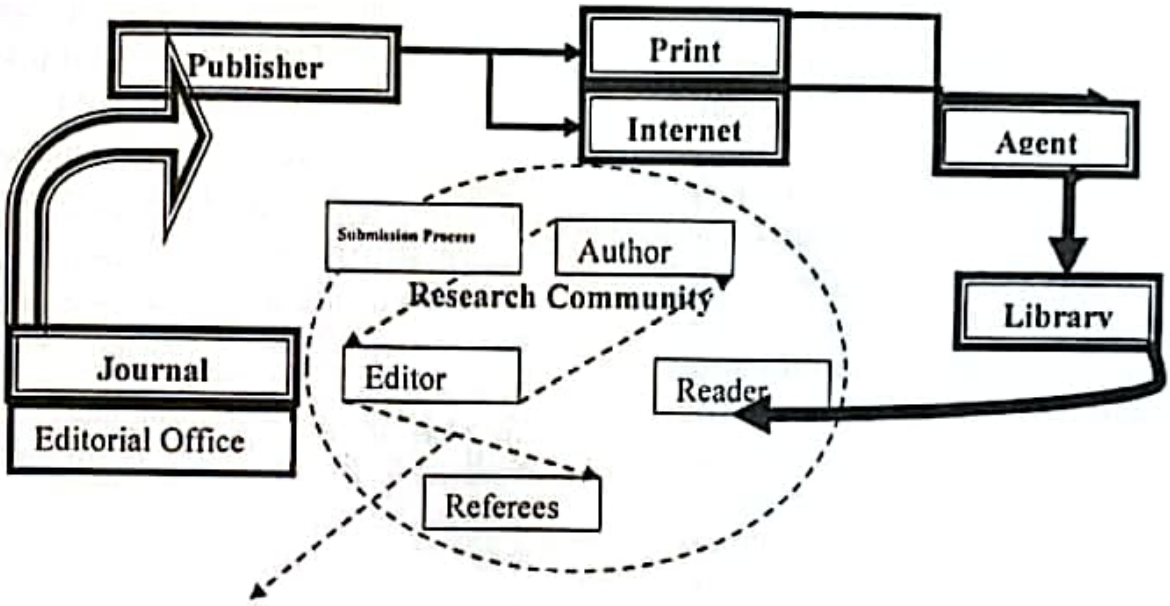
Periodical publication in which scholarship relating to a particular academic discipline is discussed and published in printed, online or both. Additionally, academic journals serve as a permanent and transparent forum for presentation, scrutiny, and discussion of research; they are usually peer-reviewed 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.

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. The journal has traditionally been seen to embody four functions: **registration** – Establishing the author's precedence and ownership of an idea; **dissemination** – Communicating the findings to its intended audience; **certification** – Ensuring quality control through peer review and rewarding authors and **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). Needless to state here that the different

participants (authors) of journal publications share their information for further researches. This movement of information between the different participants in the journal publishing process is usually called "the publishing cycle" and often represented as in Figure 2.1 below:

Figure 1: The Journals Publishing Cycle



Peer-Review

Source: www.markwareconsulting.com, 2019.

As shown in figure 1, research information, created by an author from a particular research community, passes through the journal editorial office of the author's chosen journal to its journal publisher, subscribing institutional libraries – often via a subscription agent – before ending up back in the hands of the readers of that research community as a published paper in a journal. In the world of electronic publishing, of course, readers also obtain journal articles directly from the publisher in parallel to the library route. The editor of a journal is usually an independent, leading expert in their field (most commonly but not universally a university academic) appointed and financially supported by the publisher. The journal editor is there to receive articles from authors, to judge their relevance to the journal and to refer them to equally expert colleagues for peer review. The final decision to publish is made by the journal editor on the advice of the reviewers. The role of the publisher has often been confused with that of the printer or manufacturer, but it is much

wider. Identifying new, niche markets for the launch of new journals, or the expansion (or closure) of existing journals is a key role for the journals publisher.

Training and Staff Performance

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, 2005). 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 (2001) note that employee competencies change through effective training programmes.

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 2010; Harrison 2000; Guest 1997). Moreover, other studies for example one by Swart, (2005) elaborate on training as a means of dealing with skill deficits and performance gaps as a way of improving employee performance. According to Swart (2005): 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 & 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.

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.

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 Iilorin. 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. 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.

Theoretical Framework: Frederick Herzberg's Motivation Theory

The theory emphasized 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 and TETFund's journal publications sponsorships strategy). On the other hand, the productiveness and job satisfaction relates to criterion variable of academic staff's performance. Therefore, Herzberg's motivation theory when effectively applied has been shown to increase the efficiency and effectiveness of most public staff which is believed to do same in Nuhu Bamali Polytechnic, Kaduna State. This study anchors on the problem of inaccessibility of conference attendance funds from TETFund intervention scheme and lack of journal publications sponsorships by TETFund in Nuhu Bamali Polytechnic, Kaduna 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.

Data Presentation and Analysis

This section deals with the data presentation and analysis. A total of two-hundred and fifty-four (254) copies of questionnaire were administered to academic staff of Nuhu-Bamalli Polytechnic, Zaria, Kaduna State. Though, two hundred and fifty-four (254) copies of questionnaire were administered printed and distributed, but two-hundred and thirty (230) questionnaire representing 90.5% (approximately 91) of the total questionnaire were duly filled and returned, while twenty-four (24) representing 9.4% of the total questionnaire (approximately 9) were not returned. So, two-hundred and thirty (230) questionnaire formed the basis for analysis and interpretation.

Table 2: Regression Output 1

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1802.639	3	600.880	3476.407	.000[b]
	Residual	67.237	389	.173		
	Total	1869.876	392			

a. Dependent Variable: ACADEMIC_STAFFS'_PERFORMANCE

b. Predictors: (Constant), CONFERENCE_ATTENDANCE_SPONSORSHIP, and JOURNAL_PUBLICATIONS_SPONSORSHIP

Source: SPSS Output, 2024.

Table 2 above shows the result from the multiple regression analysis which tests the effects of the independent variables (i.e. conference attendance sponsorship and journal publications sponsorship) on academic staffs' performance in Nuhu-Bamali Polytechnic, Zaria, Kaduna State. The F-statistic which measures the adequacy and goodness of fit of the model used in the study stood at 3476.407 with a p-value of 0.000[b] which is significant at 5%; this shows that the model is absolutely fit for the data.

Table 3 Regression Output 2

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.982[a]	.964	.964	.41575	1.65

a. Predictors: (Constant), CONFERENCE_ATTENDANCE_SPONSORSHIP, and JOURNAL_PUBLICATIONS_SPONSORSHIP

b. Dependent Variable: ACADEMIC_STAFFS'_PERFORMANCE

Source: SPSS Output, 2024.

Table 3 above shows the summary of the multiple regression analysis. The empirical findings show that R – the multiple correlation coefficient, stood at 0.982[a] which indicates a correlation; R^2, the multiple coefficient of determining the variables stood at 0.964 indicating that about 96.4% of the total variation in academic staffs' performance in Nuhu-Bamali Polytechnic, Zaria, Kaduna State is explained by variations in the 'independent variables' (i.e. conference attendance sponsorship and journal publications sponsorship) captured in the study. Thus, the remaining 4.2% of the variation in the dependent variable can be explained by other variables not captured in the study. The adjusted R^2 being 0.964 also indicates that the independent variables will still explain 96.4% of the variations among academic staffs' performance in Nuhu-Bamali Polytechnic, Zaria, Kaduna State even if other variables were added to the study.

Table 4 Regression Output 3

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.036	.104		.348	.728
CONFERENCE_ATTENDANCE_SPONSORSHIP	.606	.022	.837	27.385	.000
JOURNAL_PUBLICATIONS_SPONSORSHIP	.149	.018	.199	8.248	.000

a. Dependent Variable: ACADEMIC_STAFFS'_PERFORMANCE

Source: SPSS Output, 2024.

Table 4 above shows the outcome of the respective variables on academic staffs' performance in Nuhu-Bamali Polytechnic, Zaria, Kaduna State. Upon the fulfilment of the assumptions of regression analysis,

multiple regression analysis was considered suitable in testing the research hypotheses. The respective hypotheses as tested in table 4 are discussed as follows:

Ho_1 TETFund's conference attendance sponsorships strategy have no significant impact on academic staff's performance in Nuhu Bamali Polytechnic.

The unstandardized coefficient of "TETFund's conference attendance sponsorships" stood at 0.606 which is positive. This implies that academic staff's performance is highly impacted by TETFund's conference attendance sponsorships in Nuhu Bamali Polytechnic, Zaria, Kaduna State. However, the significance of this can be judged from the P value represented as "sig". The t statistics of "TETFund's conference attendance sponsorships in Nuhu Bamali Polytechnic, Zaria, Kaduna" stood at 27.385 with a p-value of 0.000. The p-value is less than 0.05, indicating that the relationship depicted in the model is significant at 95% confidence level. This implies that the study does not have enough statistical evidence to accept the null hypothesis. Based on the above analysis, the study failed to accept the null hypothesis Ho_1, which states that "TETFund's conference attendance sponsorships strategies have no significant impact on academic staff's performance in Nuhu Bamali Polytechnic".

Ho_2 TETFund's journal publications sponsorships strategy have no significant impact on academic staff's performance in Nuhu Bamali Polytechnic.

The unstandardized coefficient of "TETFund's journal publications sponsorships" stood at 0.149 which is positive. This implies that academic staff's performance is highly impacted by TETFund's journal publications sponsorships in Nuhu Bamali Polytechnic, Zaria, Kaduna State. However, the significance of this can be judged from the P value represented as "sig". The t statistics of "TETFund's journal publications sponsorships" stood at 8.248 with a p-value of 0.000. The p-value is less than 0.05, indicating that the relationship depicted in the model is significant at 95% confidence level. This implies that the study does not have enough statistical evidence to accept the null hypothesis. Based on the above analysis, the study failed to accept the null hypothesis Ho_2, which states that "TETFund's journal publications sponsorships strategy have no significant impact on academic staff's performance in Nuhu Bamali Polytechnic".

Socio-Demographic Data of Interview Respondents

S/N	Position	Gender	Code	Date
1.	TETFund Coordinator, Nuhu Bamalli Polytechnic.	M	(R_1)	23/08/2021
2.	Beneficiary of TETFund intervention, School of Applied Science.	M	(R_2)	23/08/2021
3.	Beneficiary of TETFund intervention, School of Engineering Technology.	M	(R_3)	23/08/2021
4.	Beneficiary of TETFund intervention, School of Management Studies.	F	(R_4)	24/08/2021
5.	Head of Statistics Unit, Office of Deputy Registrar, Academics	M	(R_5)	24/08/2021

Source: Researcher's Survey, 2024.

Theme I: Conference Attendance Sponsorship and Academic Staff's Performance in Nuhu-Bamali Polytechnic

Sub-theme I (a): Participation of Nuhu-Bamali academic staff in local and international meeting as it enhanced effective performance of responsibilities

According to the respondents:

Participation of Nuhu-Bamali academic staff in local and international meeting has exposed the participants and non-participants to different necessary ideas thereby boosting their experience as to how they can effectively perform their saddled responsibilities. This has positive multiplier effects on their products (i.e. the students) because the end long time goal of any new ideas or knowledge gotten by the lecturers is to impart on the students (R_1, R_2, R_3, R_4, and R_5).

Sub-theme I (b): Participation of Nuhu-Bamali academic staff in local and international conference as it improved productivity in terms of curricular coverage

Similar unanimous response is gotten from the respondents as the stated that:

Participation of Nuhu-Bamali academic staff in local and international meeting has exposed the participants and non-participants to different necessary ideas thereby improved their productivity in terms of curricular coverage. This has positive multiplier effects on their products (i.e. the students) because if the curricular is covered the students will be gain more knowledge (R_1, R_2, R_3, R_4, and R_5).

Theme II: Journal Publications Sponsorship and Academic Staff's Performance in Nuhu-Bamali Polytechnic

Sub-theme II (a): TETFund's sponsorship of local and international journal publications as it enhanced the knowledge of academic staff in Nuhu-Bamali Polytechnic

In their words, the respondents stated thus:

> TETFund's sponsorship of local and international journal publications has enhanced our knowledge in research generally. It has given us an edge over others research-wise. We now know the standard structure of academic journals, dissertations, thesis and even proposal writing. Most of our collogues now see us like research consultants who they run to for help when the need arises (R_1, R_2, R_3, R_4, and R_5).

Sub-theme II (b): Articles' publications sponsorship by TETFund and introduction of new ideas and experience to academic staff in Nuhu-Bamali Polytechnic.

Commenting on the importance of articles' publications sponsorship by TETFund and introduction of new ideas and experience to academic staff in Nuhu-Bamali Polytechnic is the same thing to the response in sub-theme ii (a) (R_1, R_2, R_4, and R_5). Additionally, a respondent stated that: "articles' publications sponsorship by TETFund has made me to share one or two articles daily with my friends on face-book, from their comments, I also learnt more and more" (R_3)

Summary of Major Findings

The study assessed the impact of Tertiary Education Trust Fund (TETFund) intervention on the academic staff's performance in Nuhu Bamali Polytechnic, Kaduna State. From the presentation and analyses of data a number of findings were arrived at which are discussed below:

i. The study found that TETFund's conference attendance sponsorships with unstandardized coefficient of 0.606 has significantly impacted academic staff's performance in Nuhu Bamali Polytechnic, Zaria, Kaduna State. However, the significance of this can be judged from the P value represented as "sig". More so, the t statistics of "TETFund's conference attendance sponsorships in Nuhu Bamali Polytechnic, Zaria, Kaduna" stood at 27.385 with a p-value of 0.000. The p-value is less than 0.05, indicating that the relationship depicted in the model is significant at 95% confidence level. Based on the above analysis, the study failed to accept the null hypothesis.

ii. The study also found that TETFund's journal publications sponsorships with unstandardized coefficient of 0.149 has significantly impacted academic staff's performance in Nuhu Bamali Polytechnic, Zaria, Kaduna State. However, the significance of this can be judged from the P value represented as

"sig". Moreover, the t statistics of "TETFund's journal publications sponsorships" stood at 8.248 with a p-value of 0.000. The p-value is less than 0.05, indicating that the relationship depicted in the model is significant at 95% confidence level. Based on the above analysis, the study failed to accept the null hypothesis. The interview respondents corroborated the questionnaire result.

Recommendations

In view of the research findings, the following recommendations were made in order to ensure further impact is made that will lead to improvement in academic staff's performance and in essence, better knowledge to the students. The recommendations are:

i. The study recommended that TETFund agency should as a matter of fact put in a lot of effort in the area of conference attendance sponsorships to ensure improvement in the performance of academic staff in Nuhu Bamali Polytechnic, Zaria, Kaduna State. This has positive multiplier effects on their products (i.e. the students) because the end long time goal of any new ideas or knowledge gotten by the lecturers is to impart on the students.

ii. TETFund agency should also strive to ensure that more journal publications are sponsored by them to improve the performance of academic staff in Nuhu Bamali Polytechnic, Zaria, Kaduna State and other tertiary institutions. This will go a long way in ensuring that the standard structure of academic journals, dissertations, thesis and even proposal writing are well-understood.

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