

## TETFUND STAFF DEVELOPMENT PROGRAMMES AS CORRELATES OF LECTURERS' JOB PERFORMANCE IN COLLEGES OF EDUCATION IN SOUTHEAST, NIGERIA

Obiorah Marcel Sunday

Department of Educational Psychology/ Guidance and Counselling

Nwafor Orizu College of Education, Nsugbe, Anambra State

Sponsorship: Tertiary Education Trust Fund (TETFund)

07065496640, marcelsunday14@gmail.com

### Abstract

The study investigated TETFund staff development programmes as a correlate of lecturers' job performance in Colleges of Education in the South-East region of Nigeria. The purpose of the study was to examine the relationship between TETFund staff development programmes and lecturers' job performance in Colleges of Education in South-East Nigeria. The study was guided by three research questions. A correlational research design was adopted for the study. The population of the study consisted of 1,027 lecturers in four public Colleges of Education in Anambra and Imo States, South-East Nigeria. The sample comprised 205 lecturers, selected using the proportionate stratified random sampling technique. A validated questionnaire titled "TETFund Staff Development Programmes and Lecturers' Job Performance Questionnaire" (TSDPLJPQ), developed in line with the research questions, was used to elicit data from the respondents. Pearson Product Moment Correlation Coefficient was used to answer the research questions. The findings revealed, among others, that TETFund staff development programmes had a high positive relationship with lecturers' job performance in Colleges of Education in the South-East. Based on the findings, the study recommended, among others, that the selection process for staff development sponsorship by TETFund should be more transparent and inclusive, ensuring that all lecturers, regardless of rank or affiliation, have equal opportunities.

**Key words:** TETFund, Staff development programmes, Scholarship, Conference, Job performance, Colleges of education

### Introduction

The quality of education in Colleges of Education in South-East Nigeria significantly depends on the competence and efficiency of lecturers. Lecturers' job performance constitutes an important factor in the implementation of the curriculum. The quality of lecturers is known to be a key predictor of students' performance. However, the level of lecturers' job performance in colleges of education in the southeast seems not to be impressive as reported by (Chikwado & Chinyeaka, 2021). Lecturers' job performance can be described as the duties performed by a lecturer at a particular period in the school system in achieving institutional goals. Also, it is the ability of lecturers to combine relevant inputs for the enhancement of the teaching and learning process. According to Peretomode, (2021), Job performance is determined by the worker's level of participation in the day-to-day running of the organization. Lecturers' job performance acts as an avenue for monitoring and evaluation. Lecturer's performance assessment is done to make decisions for permanency or promotion of lecturers. It is the collection of information about the strengths and weaknesses of lecturers so as to improve their capacity and the conditions of education. From the assessment carried out by different scholars, the factors responsible for the poor lecturers' job performance includes but not limited to the following: poor knowledge of staff, staff shortage, inadequate funding, lack of employees' motivation, poor working environment and inadequate physical facilities (Muaina & Muraina. 2020). Research has also shown that lecturing has become employment of the last resort among university graduates. Consequently, lecturers often lack a strong, long term commitment to teaching as a vocation.

However, the FRN (2013) viewing lecturers as an asset to the school emphasized that the education system is dependent on the quality of its teachers. Thus, the FRN pledged to continue to give top priority attention to teacher education and development. Without skill development, lecturers' performance could be hampered. If the lecturers' do not receive on-going training, up to date equipment will not be used optimally. In educational institutions, staff development is critical for lecturers because it enables them to keep pace with pedagogical innovations, research trends, and changing educational demands. According to Armstrong (2014), staff development ensures that employees acquire the capabilities needed to achieve both organizational and personal goals. Madudili, (2019) defined staff development as the process of providing opportunities for employees to improve their knowledge, skills, performance in line with the goals and values of the organization and in relation to the interest and needs of the employees. Staff development refers to the systematic efforts made by institutions and organizations to enhance the knowledge, skills, and competencies of their workforce in order to improve job

performance. Gani and Owo (2022) opined that staff development programmes that are prevalent among lecturers includes on-the job training such as conferences, seminars, workshops and further studies.

In view of this the Nigeria government has implemented various initiatives aimed at improving higher education, one of which is the Tertiary Education Trust Fund (TETFund), a Nigerian government agency established to oversee the disbursement of funds to higher education institutions in the country. It was created with the aim of improving the quality of education at public tertiary institutions (universities, polytechnics, and colleges of education) in Nigeria. TETFund was established by the Tertiary Education Trust Fund (Establishment, etc.) Act of 2011, though its origins trace back to the Education Tax Fund (ETF) set up in 1993. The primary aim of TETFund is to promote and support the growth of tertiary education in Nigeria by providing financial support for critical areas like infrastructure, research, and development. The primary source of TETFund's funding is a statutory tax on the assessable profit of companies operating in Nigeria. A percentage of this tax (2%) is allocated specifically for the development of tertiary education. These funds are distributed to public tertiary institutions across Nigeria to support:

- Infrastructure development (buildings, equipment, etc.)
- Research and innovation
- Academic staff development
- Educational resources such as libraries, laboratories, and ICT facilities

TETFund has implemented various staff development programs, including training, workshops, conferences, research grants, and postgraduate sponsorships. Here's a more detailed breakdown of TETFund's staff development programmes:

#### **TETFund Scholarship for Academic Staff (TETFSAS)**

This program provides financial support for academic staff to pursue postgraduate studies (Master's, Ph.D., and Post-Doctoral Fellowships). TETFund offers scholarships based on certain conditions to academic staff in public tertiary institutions to enable them acquire higher degrees in local and foreign universities. However, the awardees or beneficiaries at completion of their programmes are to serve a bond for certain period. Scholarship is an award of financial aid for a student to further their education which is awarded based upon various criteria, which usually reflect the values and purposes of the donor or founder of the award. Scholarship money is not repaid to the organization awarding it.

#### **Conference Attendance (CA) Programmes**

TETFund sponsors academic staff to attend conferences, workshops, and other professional development events to enhance their knowledge and skills. Staff in public tertiary educational institutions is sponsored to attend local and international conferences on meeting certain requirements as provided in the TETFund guidelines. Conferences are usually gathering of people with a common interest or background, with the purpose of allowing them to meet one another and to learn about and discuss issues, ideas and work that focus on a topic of mutual concern. The structure and contents of conference can vary greatly, but a typical frame work would include one or more presentations of work and/or ideas about a given topic. The presentation may take the form of lectures, slide shows or films, workshops, panel discussions, and or interactive experiences. A conference may last a few hours or several days.

#### **Teaching Practice (TP) Programmes**

This program supports the supervision and training of student teachers in primary and secondary schools, aiming to improve the quality of teaching and learning. These initiatives aim to improve lecturers' pedagogical skills, research output, and overall job performance.

The relationship between these TETFund programmes and lecturers' job performance is grounded in the idea that investment in staff development enhances productivity. Some research findings have indicates a positive relationship between staff development and lecturers' job performance. For instance Adeosun (2016) found that lecturers who participated in workshops and training programmes were more effective in the use of modern teaching methods. Similarly, Oke and Akinola (2018) reported that participation in TETFund postgraduate sponsorships improved lecturers' confidence in curriculum delivery. In a study by Nwankwo and Okeke (2020), lecturers who attended international conferences through TETFund sponsorship demonstrated higher levels of academic engagement and collaboration. Despite these assertions, Sirajo (2019) observed that staff may be on the queue for many years before they could benefit from scholarship for higher degrees in foreign universities, and the staff usually apply for conference attendance but could not get their applications approved. When lecturers receive training, attend conferences, or pursue postgraduate studies with TETFund support, they are expected to return with improved pedagogical skills, research capabilities, and renewed professional commitment.

However, concerns still persist regarding the actual impact of TETFund's staff development programs on lecturers' job performance. Some lecturers have benefited from advanced degrees and training workshops, yet the correlation between such developmental initiatives and improvements in teaching effectiveness, research

productivity and overall job commitment has not been conclusively established. Evidence suggests that many Nigerian tertiary institutions still struggle with poor teaching quality, low research output, and inadequate academic commitment. Challenges such as limited access to TETFund sponsorship, inequitable distribution of opportunities, bureaucratic bottlenecks, and poor institutional monitoring may weaken the intended impact of these programmes.

Thus, the correlation between TETFund-sponsored staff development initiatives and lecturers' job performance needs empirical validation. If a positive and significant relationship exists, it would confirm the effectiveness of these programs in enhancing educational quality. If otherwise, it would indicate the need for policy reforms in the management and implementation of TETFund interventions.

This study therefore, would investigate TETFund Staff Development Programmes as a correlate of lecturers' Job Performance in colleges of education in the South eastern region of Nigeria. It would provide empirical evidence about the relationship between TETFund staff development programmes and lecturers' job performance in colleges of education in the southeast using Anambra and Imo state as case studies.

### **Statement of the Problem**

The quality of education in Colleges of Education significantly depends on the competence and efficiency of lecturers. Given the critical role of lecturers in shaping the educational outcomes, TETFund has implemented various staff development programmes for lecturers, including training, workshops, conferences, and postgraduate sponsorships to build capacity, improve teaching effectiveness, and ultimately raise the standard of education across the country. Despite these efforts, concerns still persist regarding the actual impact of TETFund's staff development programs on lecturers' job performance particularly in colleges of education in southeast. It therefore becomes imperative to investigate whether there is meaningful correlation between participation in TETFund-sponsored staff development programmes and job performance among lecturers in the southeast region. Without empirical evidence to support or refute this connection, stakeholders may find it challenging to evaluate the effectiveness of these interventions or make informed decisions on policy improvement.

The researcher as a Guidance and Counselling lecturer observed that students who come in contact with these lecturers complain about their poor job performance. If this issue remains unsettled, the consequence can create problem which could lead to failure in accomplishing educational goals. It is therefore, worthy to investigate TETFund staff development programmes as a correlate of lecturers' job performance in colleges of education in the southeast of Nigeria.

### **Purpose of the Study**

The purpose study was to examine TETFund staff development programmes as correlate of lecturers' job performance in colleges of education in the southeast Nigeria.

Specifically, the study sought to:

1. Examine the relationship between TETFund scholarship and lecturers' job performance in colleges of education in south east
2. Determine the relationship between TETFund sponsorship for conference attendance and lecturers' job performance in colleges of education
3. Ascertain the relationship between TETFund staff development programmes and lecturers' job performance in colleges of education in southeast

### **Research Questions**

The following research questions guided the study:

1. What is the relationship between TETFund scholarship and lecturers' job performance in colleges of education in south east?
2. What is the relationship between TETFund sponsorship for conference attendance and lecturers' job performance in colleges of education?
3. What is the relationship between TETFund staff development programmes and lecturers' job performance in colleges of education in southeast

### **Method**

The study adopted correlational survey research design. The area of the study covers two states in south-east geopolitical zone of Nigeria, which comprises Anambra and Imo states. The states were selected because it hosts several public Colleges of Education, which are beneficiaries of TETFund interventions. The population of the study consists of 1027 lecturers in four public Colleges of Education in Anambra and Imo state, South-East zone of Nigeria. This includes lecturers of different ranks such as Assistant Lecturers, Lecturers II, Lecturers I, Senior Lecturers, Principal Lecturers, and Chief Lecturers. The sample for this study comprised 205 lecturers drawn using proportionate stratified random sampling technique. The instrument for data collection was a

structured questionnaire titled TETFund Staff Development and Lecturer Job Performance Questionnaire (TSDLJPQ). The questionnaire consisted of three sections A,B and C. **Section A** consisted of demographic information of respondents (gender, rank, years of experience, etc.) while **Section B** consist of three clusters covering aspects such as scholarships, conferences attendance and staff development programmes with six items each. **Section C** measures lecturers' job performance. The questionnaire items were rated on a 4-point Likert scale ranging from Strongly Agree (4) to Strongly Disagree (1). The instrument was validated by three experts, two from Educational Management and one from Measurement and Evaluation, all in the Faculty of Education, chukwuemeka Odumegwu Ojukwu University. The reliability of the instrument was determined through a pilot study involving 30 lecturers from a College of Education outside the study area. The data obtained was analyzed using the Cronbach Alpha method to determine the internal consistency of the questionnaire. The result yielded a reliability coefficient of 0.70 and was considered acceptable for the study. The researcher, with the help of trained research assistants, administered the 205 copies of the questionnaires directly to the respondents in their respective institutions. 200 copies of the instrument were retrieved and used for data analysis. Pearson product moment correlation coefficient was used in analyzing the data.

## Results

The data were statistically analyzed in line with the research questions that guided the study.

**Research Question 1:** What is the relationship between TETFund scholarship and lecturers' job performance in colleges of education in south east?

**Table 1:** Pearson (r) of the relationship between TETFund scholarship and lecturers' job performance in colleges of education in south east.

Variables	N	Tetfund Scholarship	Job performance	Remark
Tetfund Scholarship	200	1.00	0.947*	High Positive relationship
Job performance	200	0.947*	1.00	

\*r (.947) = High Positive relationship

Analysis from Table 1 depicted the Pearson (r) of the relationship between TETFund scholarship and lecturers' job performance in colleges of education in south east. The finding showed that the Pearson (r) value 0.947 was obtained. This implied that there was a high positive relationship between TETFund scholarship and lecturers' job performance in colleges of education in south east.

**Research Question 2:** What is the relationship between TETFund sponsorship for conference attendance and lecturers' job performance in colleges of education?

**Table 2:** Pearson (r) of the relationship between TETFund sponsorship for conference attendance and lecturers' job performance in colleges of education.

Variables	N	Conference	Job Performance	Remark
Conference attendance	200	1.00	0.950*	High Positive relationship
Job Performance	200	0.950*	1.00	

\*r (.950) = High Positive relationship

The result in Table 2 showed the relationship between TETFund sponsorship for conference attendance and lecturers' job performance in colleges of education. The computed Pearson (r) value was 0.950 indicating high positive relationship between TETFund sponsorship for conference attendance and lecturers' job performance in colleges of education.

**Research Question 3:** What is the relationship between TETFund staff development programmes on lecturers' job performance in colleges of education in southeast?

**Table 3:** Pearson (r) of the relationship between TETFund staff development programmes on lecturers' job performance in colleges of education in southeast.

Variables	N	staff Dev. programmes	Job Performance	Remark
Staff Development Programmes	200	1.00	0.821*	High Positive relationship
Job Performance	200	0.821*	1.00	

\*r (0.821) = High Positive relationship

As seen in Table 3, the Pearson (r) between relationship between TETFund staff development programmes on lecturers' job performance in colleges of education in southeast was 0.621. The values indicated that the relationship between TETFund staff development programmes and lecturers' job performance in colleges of education in southeast had a high positive relationship. This implied that TETFund staff development programmes had a high positive relationship on lecturers' job performance in colleges of education in southeast

### Discussion of Findings

The findings of this work were discussed in line with the research questions.

#### **Relationship between TETFund scholarship and lecturers' job performance in colleges of education in south east.**

The result of data analysis indicated a high positive relationship between TETFund scholarship and lecturers' job performance. The findings of this study align with Human Capital Theory (Becker, 1964), which posits that investments in education and training improve productivity and performance. The positive relationships observed between TETFund scholarships and both teaching effectiveness and research productivity suggest that such investments have tangible benefits for lecturers' professional performance. TETFund scholarships have a significant positive impact on lecturer job performance in Colleges of Education in the South East, particularly in areas of teaching and research productivity. However, the realization of these benefits is strongly mediated by institutional factors. The moderating role of institutional factors indicates that scholarship benefits are not automatic; they depend on supportive institutional environments that enable lecturers to apply newly acquired skills and knowledge. Supportive environments are necessary to enable lecturers to maximize the opportunities provided by scholarships. Therefore, while scholarships provide the foundation for professional growth, institutional support systems determine how effectively these benefits are translated into practice.

#### **Relationship between TETFund sponsorship for conference attendance and lecturers' job performance in colleges of education in south east.**

The result of data analysis indicated high positive relationship between TETFund sponsorship for conference attendance and lecturers' job performance. This positive relationship between TETFund sponsorship for conference attendance and lecturer job performance, implies that exposure to conferences contributes to improved teaching, research, and professional development. The finding is in line with the work of Owolabi (2016), who reported that lecturers who attend sponsored conferences demonstrate greater research productivity and improved teaching competence compared to their counterparts. The implication is that conference sponsorship, when properly implemented, contributes meaningfully to capacity building and professional advancement of lecturers. The study therefore confirms that TETFund sponsorship is a vital tool for enhancing lecturer job performance, though its impact is reduced by limited access, perceived favoritism, and inadequate follow-up mechanisms.

#### **Relationship between TETFund staff development programmes on lecturers' job performance in colleges of education in south east.**

The result of the data analysis showed high positive correlation between TETFund staff development programmes and lecturers' job performance. Specifically, postgraduate sponsorship improved teaching effectiveness, research support enhanced research output, and conferences/workshops increased professional commitment. The findings align with the works of Owolabi & Adebayo (2019) and Okoli (2020), who reported that TETFund interventions improve research capacity and teaching effectiveness. It also supports findings by Eze and Okorafor (2019), who noted that lecturers who benefited from TETFund training performed better in teaching and research compared to those who did not. When lecturers are exposed to continuous training, their pedagogical skills improve, they gain access to new ideas in their field, and they become more research-oriented. Professional development boosts motivation, self-confidence, and innovation, which are essential for quality job

performance. This is consistent with the Human Capital Theory (Becker, 1964), which posits that investment in employee development enhances productivity.

However, despite these positive impacts, some challenges such as limited access, favoritism in selection, and poor monitoring of beneficiaries still exist. These challenges align with Ogunyemi (2021), who emphasized that the full benefits of TETFund interventions are hindered by implementation gaps.

### Conclusion

Based on the findings, the study concludes that TETFund staff development programmes have a significant positive relationship with lecturers' job performance in Colleges of Education in Southern Nigeria. These interventions have enhanced teaching effectiveness, improved research productivity, and encouraged greater participation in academic engagements. However, the full potential of these programmes has not yet been fully realized due to institutional and administrative challenges. Strengthening the implementation and monitoring of TETFund programmes will further enhance lecturers' performance and, by extension, improve the quality of teacher education in Nigeria.

### Educational Implications of the Findings

1. The findings imply that lecturers should take advantage of TETFund opportunities to improve their qualifications, teaching competence, and research productivity.
2. Administrators of Colleges of Education should create enabling environments that maximize the effective utilization of TETFund interventions.
3. The results suggest the need for policymakers to ensure a balanced allocation of TETFund resources, with greater emphasis on research and ICT development to enhance lecturers' holistic performance.
4. Improved lecturers' performance translates into better teaching quality, research-driven instruction, and enhanced students' learning outcomes.

### Recommendations

Based on the findings and conclusions of the study, the following recommendations are made:

1. TETFund should ensure equitable access to scholarships across ranks, departments, and institutions, with increased opportunities for junior lecturers to build capacity.
2. The selection process for staff development sponsorship should be more transparent and inclusive, ensuring that all lecturers, regardless of rank or affiliation, have equal opportunities.
3. TETFund and College authorities should establish stronger mechanisms for tracking beneficiaries' progress and ensuring that acquired knowledge and skills are effectively applied to institutional development.

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