



TETFUND TRAINING PROGRAMMES AS CORRELATES OF ACADEMIC STAFF DEVELOPMENT IN PUBLIC UNIVERSITIES IN DELTA STATE, NIGERIA

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Abstract

The study investigated TETFund Training Programmes as Correlates of Academic Staff Development in Public Universities in Delta State, Nigeria. The study examined the relationship between different dimensions of TETFund training programmes and academic staff development. The study focused on three areas: teaching practice supervision, scholarship for postgraduate studies, and sponsorship of research activities. Three research questions were raised to guide this study and three hypotheses were formulated and tested at 0.05 level of significance. A correlational research design was adopted. The population consisted of 958 academic staff drawn from two public universities (Delta State University, Abraka and Federal University of Petroleum Resources, Effurun) in Delta Senatorial District. The sample size of the study was 262 respondents, which was selected using stratified and simple random sampling techniques. The instrument was validated through face and content validity, and data collected was trial-tested using the Cronbach's alpha method to establish its internal consistency. After analyses, the instrument yielded reliability co-efficient of 0.70, indicating that the instrument was reliable. Data were collected using a structured questionnaire, and data collected were analysed using Pearson's Product-Moment Correlation and linear regression. Findings revealed a significant relationship between TETFund training programmes and academic staff development across all variables studied. The study concluded that teaching practice supervision, scholarship for postgraduate studies, and sponsorship of research activities significantly relate to academic staff development. It was recommended that university management should sustain TETFund training programmes for academic staff development order to enhance productivity and job performance.

Keywords: TETFund, Training Programmes, Academic Staff, Development, Universities

Introduction

Academic staff training has become a strategic requirement for improving teaching effectiveness, research productivity, and institutional competitiveness in contemporary higher education systems. Human resource experts have made a concerted effort to persuade businesses to provide workers a great deal of leeway to acquire new abilities, having come to appreciate the importance of training. In addition, they have made accessible, company-wide, a variety of training programmes designed to address specific staff requirements. Training includes a broad variety of learning activities, from preparing workers for their present duties to sharing information to improve the organization's capabilities and customer service, all with the goal of meeting the present and future difficulties that organisations face. Especially in a labour-intensive field like education, training has always played a crucial role in the employee experience. Workers in these fields need specialised knowledge to do their jobs well. Employees acquire the competence to carry out their work duties competently via training. It may be taught in a variety of settings, including traditional classrooms, virtual ones, and even while working. The degree of expertise needed for a job determines the specific kind of training that will be necessary. Most people who need to acquire new skills or are new workers get their training in a classroom setting. Academic staff development is a predetermined sequence of actions aimed at educating workers so that they can do their jobs better.



Recognising the significance of investing in academic staff at Nigeria's higher education institutions, the federal government set up the Tertiary Education Trust Fund (TETFund) in 2011 to oversee the distribution, administration, and monitoring of education tax funds to publicly owned universities and colleges in the country (Olamide & Olaniran, 2023). The Nigerian government established TETFund as an intervention agency to aid public universities and colleges at all levels. The organization's stated goals include covering the costs of academic staff training both domestically and abroad, ensuring that universities and colleges have sufficient facilities to improve the quality of instruction, supporting research and other vital academic needs, and facilitating the advancement and development of faculty and staff in Nigeria. Olamide and Olaniran (2023), and Asoya and Chukwuemeka (2024) opined that the primary source of funding for educational institutions in Nigeria comes from 2% of the assessable profits of companies. This money is distributed in a 2:1:1 ratio among universities, polytechnics, and colleges of education.

It is worth mentioning that universities in Nigeria are dealing with a lack of funding, which is affecting both research and teaching. This is evident from the low quality of research outputs compared to universities in other countries (Emmanuel & Kelechi, 2024). However, United Nations Educational, Scientific, and Cultural Organisation (UNESCO) recommends 15-20% of national budget for education. Ezekwe and Ani (2024) posited that Nigeria's history suggests that the country has not followed this norm. As a result, instructional effectiveness and research productivity challenges persist in some institutions. Recognising these challenges, TETFund emphasise the necessity of academic staff development and how important it is to always renew, upgrade, update, refresh, and keep academic staff informed of society's fast change. In this context, TETFund intervenes on some of the training programmes for academic staff development in public tertiary institutions in Nigeria which includes teaching practice supervision, scholarship for postgraduate studies, sponsorship of research activities, and so on.

TETFund sponsorship of teaching practice supervision, which entails a student-teacher spending a certain amount of time teaching in a school under the guidance of an expert (academic staff) as part of their training. The overarching goal of student teaching is to help future educators acquire the character traits, background knowledge, understanding, and skill sets necessary for effective classroom instruction. Teaching experience is an integral part of every degree programme in education. Teaching practicums are a part of preservice teachers' professional development programmes that put them in a genuine school and classroom setting to hone their teaching abilities. The supervisor's role in resolving issues encountered by the student-teacher during the practicum is significant. Majority of supervisors seem to have a moderate attitude towards supervision, seeing it more as an inspectional process than a collaborative one (Diedong et al., 2019; Awandia, 2023).

As an intervention initiative, TETFund's scholarship for postgraduate studies has sponsored academic staff at public universities in Nigeria to earn master's degrees and doctorates from accredited schools both in Nigeria and overseas. The goal is to ensure that academic staff have the knowledge and abilities to effectively teach their classes, as well as to help them become more proficient with new instructional resources. Organisations such as TETFund, which is a government organisation, often organise and fund training sessions for academic staff. Members of the academic staff have the possibility to pursue higher degrees via TETFund training programmes. As an example, a master's degree is more advanced than a bachelor. However, in order to be well-suited to a particular area of study, the doctoral degree expands upon the master's level education. Acquiring a doctoral degree is no easy feat; it entails a long and winding road of tough coursework. The rigorous nature of a PhD programme ensures that its graduates are leaders in their respective fields (Benjamin & Ezebuilo, 2018; Emmanuel & Kelechi, 2024)

Knowledge creation, new insights into existing knowledge, or knowledge unlocking is the process that TETFund supports via its financing of research initiatives. Innovations in technology, goods, services, or systems are anticipated outcomes of knowledge generation. Any globalised society's socioeconomic growth, including the establishment of the foundations of government policies worldwide, requires



research. The level of life can be improved, poverty and illiteracy can be lifted, quantitative education can be provided, issues related to counterparts may be solved, and overall national growth and progress can be advanced via research. Poor financing, a lack of communication between academics and policymakers, a poorly trained workforce, and outdated or nonexistent facilities are some of the biggest obstacles to new research. Academic Research Journal (ARJ), National Research Fund (NRF), and Institution Based Research (IBR) are all programmes that fall within the purview of TETFund research intervention (Truitt, 2015; Chukwuma & Japo, 2025).

In Delta State, there are three senatorial district - Delta Central, North and South but the focus of this study is public universities in Delta Central senatorial district. The Senatorial district is blessed with two public universities, such as Federal University of Petroleum, Effurun, and Delta State University, Abraka. These universities in the senatorial district are an indication of strong desire for postsecondary education. Therefore, it is crucial to put these institutions in the best possible position to fulfil their mission of fostering human capacity development for the benefit of individuals and society as a whole. This study seeks to examine TETFund training programmes as correlates of academic staff development in public universities in Delta State, Nigeria.

Statement of the Problem

Academic staff training programmes has become essential in tertiary institutions. As a result, the Tertiary Education Trust Fund (TETFund) was introduced to support academic staff training programmes. The overarching purpose of this strategy is to provide employees the chance to learn and grow in areas that are directly relevant to their job, and to help them acquire marketable skills that can be used in other contexts. In order to achieve this goal, the policy offers personnel the chance to pursue higher education via scholarship training programmes. Parents and other stakeholders, including students, continue to express dissatisfaction with the work performance of some academic staff members, even though TETFund has intervened on staff training programmes. Questions about the availability and efficacy of TETFund involvement of academic staff on training programmes are raised by these complaints, which relate to subpar subject delivery, teaching technique, and a general lack of dedication. What may be the reason(s) behind this? These are only a few of the many pressing problems that need our immediate attention.

The second limitation of this study is that there is a lack of empirical studies on the TETFund training programme in public universities in the Delta Central Senatorial District regarding teaching practice supervision, research activities and postgraduate studies, and academic staff development. But most of the empirical studies concentrated on training's effects, trainees' involvement in training programmes, impact of staff development programmes and so on. Because of this, there is obviously a hole in the literature that has to be filled. Therefore, this study seeks to assess TETFund training programmes as correlates of academic staff development in public universities in Delta State, Nigeria.

Objectives of the Study

The objective of this study specifically seeks to:

1. ascertain the relationship between TETFund training programme on teaching practice supervision and academic staff development in public universities in Delta State.
2. investigate the relationship between TETFund training programme on scholarship for postgraduate studies and academic staff development in public universities in Delta State.
3. determine the relationship between TETFund training programme on sponsorship of research activities and academic staff development in public universities in Delta State.

Research Questions

The following research questions were raised to guide this study:

1. What is the relationship between TETFund training programme on teaching practice supervision and academic staff development in public universities in Delta State?
2. What is the relationship between TETFund training programme on scholarship for postgraduate studies and academic staff development in public universities in Delta State?



3. What is the relationship between TETFund training programme on sponsorship of research activities and academic staff development in public universities in Delta State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance.

1. There is no significant relationship between TETFund training programme on teaching practice supervision and academic staff development in public universities in Delta State.
2. There is no significant relationship between TETFund training programme on scholarship for postgraduate studies and academic staff development in public universities in Delta State.
3. There is no significant relationship between TETFund training programme on sponsorship of research activities and academic staff development in public universities in Delta State.

Methodology

This study adopted correlational research design. This design is suitable because the study investigates the relationship between TETFund training programmes and academic staff development in public universities in Delta State. Correlational research design seeks to establish the relationship between two or more variables. The area of study was Delta Central Senatorial District. Delta Central Senatorial District is one of the three senatorial districts in Delta State. It comprises eight local government areas such as Ethiope East, Ethiope West, Okpe, Sapele, Udu, Ughelli North, Ughelli South, and Uvwie Local Government Area. The population of the study was made up of all the academic staff in the two public universities in Delta Central Senatorial District. There are nine hundred and fifty-eight (958) academic staff in two public universities in Delta Central Senatorial District. The sample size of this study consisted of 274 academic staff drawn from the entire population size of 958. In Krejcie and Morgan (2006) statistical table, sample size of the population of about 958 is 274. This is adequate for a 95% confidence level. Krejcie and Morgan statistical table was used to ensure that a manageable sample size was obtained from the population. The study employed a combination of stratified sampling and simple random sampling techniques to select a representative sample of 274. The 274 academic staff were used to rate TETFund training programmes and academic staff development in the two public universities in the study area. The stratified random sampling procedure was adopted to select academic staff in the two public universities to ensure that they were represented in the sample: Delta State University, Abraka (680), and Federal University of Petroleum Resources (278). The total sample size of 274 was allocated proportionately based on the population size of each university. This method ensured that every member of each stratum had an equal chance of selection, thereby reducing bias and increasing the representativeness of the sample.

This study made use of a researcher-constructed close-ended questionnaire titled “Questionnaire on TETFund Training Programmes for Academic Staff Development (QTTPASD)”. The items included in the instrument were adapted from variables in the research questions and hypotheses. Responses were using the modified Likert scale of Strongly Agreed (4), Agreed (3), Disagreed (2) and Strongly Disagreed (1). Face and content validity of the instrument were obtained through the judgment of an expert in the field of Measurement and Evaluation in College of Education, Warri. The above subject experts extensively consulted to find out whether the items in the instrument specifically relate properly to meet the intent of the study. Based on their inputs, corrections, suggestions, criticism and remarks, the contents of the instrument were taken into consideration and incorporated into the final production of the instrument. Generally, the instrument was clear and unambiguous and it has both face and content validity. To ensure the reliability of the instrument, the study adopted the internal consistency method. To achieve this, the instrument was administered on a sample of thirty (30) respondents who were not part of the sample. The data collected on their responses were trial-tested using the Cronbach’s alpha procedure to establish its internal consistency. After analyses, the instrument yielded reliability coefficient of 0.70, indicating that the instrument was reliable.

The data for the study were collected by the researcher. A total of 274 questionnaires were distributed and 262 questionnaires were successfully retrieved. Data from the study were analysed using Pearson Product Moment Correlation (PPMC) to answer the research questions and the criterion mean for



decision-making is 2.50. The hypotheses formulated were tested using the simple Regression since they all sought to test the relationship between two variables. All the hypotheses were tested at 0.05 level of significance. Where *p value* is less than 0.05, a hypothesis was considered significant and where it is greater than 0.05, it was considered not significant.

Results

Research Question One: What is the relationship between TETFund training programme on teaching practice supervision and academic staff development in public universities in Delta State?

Table 1: Relationship between TETFund Teaching Practice supervision and academic staff development in public universities in Delta State.

		TEACHING PRACTICE	ACADEMIC STAFF DEVELOPMENT
TEACHING PRACTICE	Pearson Correlation	1	0.184**
	Sig. (2-tailed)		0.005
	N	232	232
ACADEMIC STAFF DEVELOPMENT	Pearson Correlation	0.184**	1
	Sig. (2-tailed)	0.005	
	n	262	262

** Correlation is significant at the 0.01 level (2-tailed).

Table 1 shows the Pearson correlation on the relationship between TETFund training programme on teaching practice supervision and academic staff development in public universities in Delta State. The result reveals that there is a positive relationship between TETFund training programme on teaching practice supervision and academic staff development in public universities in Delta State since the Pearson Correlation result is 0.184** at 0.05 level of significance.

Research Question Two: What is the relationship between TETFund training programme on scholarship for postgraduate studies and academic staff development in public universities in Delta State?

Table 2: Relationship between TETFund training programme on postgraduate studies and academic staff development in public universities in Delta State

		POSTGRADUATE STUDIES	ACADEMIC STAFF DEVELOPMENT
POSTGRADUATE STUDIES	Pearson Correlation	1	0.222**
	Sig. (2-tailed)		0.001
	N	232	232
ACADEMIC STAFF DEVELOPMENT	Pearson Correlation	0.222**	1
	Sig. (2-tailed)	0.001	
	n	262	262

** Correlation is significant at the 0.01 level (2-tailed).

Table 2 shows the Pearson correlation on the relationship TETFund training programme on scholarship for postgraduate studies and academic staff development in public universities in Delta State. The result reveals that there is a positive relationship between TETFund training programme on scholarship for postgraduate studies and academic staff development in public universities in Delta State since the Pearson Correlation is 0.222** at 0.05 level of significance.

Research Question Three: What is the relationship between TETFund training programme on sponsorship of research activities and academic staff development in public universities in Delta State?



Table 3: Relationship between TETFund research activities and academic staff development in public universities in Delta State.

		RESEARCH ACTIVITIES	ACADEMIC STAFF DEVELOPMENT
RESEARCH ACTIVITIES	Pearson Correlation	1	0.181**
	Sig. (2-tailed)		0.006
	N	232	232
ACADEMIC STAFF DEVELOPMENT	Pearson Correlation	0.181**	1
	Sig. (2-tailed)	0.006	
	n	262	262

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3 shows the Pearson correlation on the relationship between TETFund training programme on sponsorship of research activities and academic staff development in public universities in Delta State. The result revealed that there is a positive relationship between TETFund training programme on sponsorship of research activities and academic staff development in public universities in Delta State since the Pearson Correlation is 0.181** at 0.05 level of significance.

Hypothesis One: There is no significant relationship between TETFund training programme on teaching practice supervision and academic staff development in public universities in Delta State.

Table 4: Relationship between TETFund Teaching Practice Supervision and Academic Staff Development in Public Universities in Delta State

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.848	0.990		14.997	0.000
	TEACHING PRACTICE	0.159	0.056	0.184	2.834	0.005

a. Dependent Variable: ACADEMIC STAFF DEVELOPMENT

t – Critical at $p < 0.05$, $df 260 = 1.960$

The regression results in table 4 above revealed the TETFund training programme on teaching practice supervision and academic staff development in public universities in Delta State. The results show that the value of t-calculated of TETFund Teaching Practice supervision at $p < 0.05$, $df 260 = 2.834$ which is greater than the t-critical of 1.960. This means that t-calculated is significant, implying a relationship between TETFund training programme on teaching practice supervision and academic staff development in public universities in Delta State. Thus, the null hypothesis which states that there is no relationship between TETFund training programme on teaching practice supervision and academic staff development in public universities in Delta State is rejected.

Hypothesis Two: There is no significant relationship between TETFund training programme on scholarship for postgraduate studies and academic staff development in public universities in Delta State.

Table 5: Relationship between TETFund Postgraduate Studies and Academic Staff Development in Public Universities in Delta State

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.187	0.719		21.125	0.000
	POSTGRADUATE STUDIES	0.129	0.038	.222	3.448	0.001

a. Dependent Variable: ACADEMIC STAFF DEVELOPMENT

t – Critical at $p < 0.05$, $df 260 = 1.960$



The regression results in table 5 above revealed the TETFund scholarship for postgraduate studies and academic staff development in public universities in Delta State. The results show that the value of t-calculated of TETFund scholarship for postgraduate studies at $p < 0.05$, $df 260 = 3.448$ which is greater than the t- critical of 1.960. This means that t-calculated is significant, implying a significant relationship between TETFund scholarship for postgraduate studies and academic staff development in public universities in Delta State. Thus, the null hypothesis which states that there is no significant relationship between TETFund training programme on scholarship for postgraduate studies and academic staff development in public universities in Delta State is rejected.

Hypothesis Three: There is no significant relationship between TETFund training programme on sponsorship of research activities and academic staff development in public universities in Delta State.

Table 6: Relationship between TETFund research activities and academic staff development in public universities in Delta State.

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	14.857	1.004		14.800	0.000
	RESEARCH ACTIVITIES	0.158	0.057	0.181	2.786	0.006

a. Dependent Variable: ACADEMIC STAFF DEVELOPMENT

t – Critical at $p < 0.05$, $df 260 = 1.960$

The regression results in table 6 above revealed the TETFund research activities and academic staff development in public universities in Delta State. The results show that the value of t-calculated of TETFund research activities at $p < 0.05$, $df 260 = 2.786$ which is greater than the t- critical of 1.960. This means that t-calculated is significant, implying a significant relationship between TETFund research activities and academic staff development in public universities in State. Thus, the null hypothesis which states that there is no significant relationship between TETFund training programme on sponsorship of research activities and academic staff development in public universities in Delta State is rejected.

Discussion of Findings

The first finding shows that there is a significant relationship between TETFund training programme on teaching practice supervision and academic staff development in public universities in Delta State, suggesting that TETFund training programme on teaching practice supervision enhances the performance of the entire organisation. This means that when academic staff participate in teaching practice supervision, it increases the competency level of academic staff and their leadership capabilities serve as a set of tools to propel organisational activities and services to a higher level of performance and secure competent and effective staff. Conversely, academic staff who do not participate in teaching practice supervision may tend to reduce low level of performance and secure competent. This finding aligns with the view of Awandia (2023) who posited that teaching practice supervisors have a positive influence on student teachers' skills acquisition in schools. In similar vein, Diedong et al. (2019) affirmed that access to teaching practice supervision improve the physical work environment, and strengthening academic staff in tertiary institutions for progression.

The second findings revealed that there is a significant relationship between TETFund training programme on scholarship for postgraduate studies and academic staff development in public universities in Delta State, suggesting that TETFund training programme on scholarship for postgraduate studies enhances staff productivity and job performance. This means that when academic staff who engaged on postgraduate studies programme tends to increase in research, acquisition of skills



and knowledge. Conversely, academic staff who do not attend or engaged in postgraduate studies programme may not be conversant with the rudiment of research work, and effective job performance.

This finding was supported by Emamnel and Kelechi (2024) that there is a significant impact of Tertiary Education Trust Fund (TETFund) intervention in academic staff training and development towards effective teaching in tertiary institutions. In similar vein, Benjamin and Ezebuilo (2018) posited that there is a positive relationship between scholarship award to academic staff for postgraduate studies and improved academic performances of workers in public owned higher educational institutions. The study concluded that Tertiary Education Trust fund has made significant improvement in quality and development of academic staff of the institutions studied since they can boast of motivated and energetic workers. Also, Ogbu et al. (2018) posited that staff training has a significant impact on academic staff productivity. Additionally, the study revealed that staff training significantly improved the timeliness of academic staff in service delivery, and it also significantly influenced the quality of their work.

The third findings show that there is a significant relationship between TETFund training programme on sponsorship of research activities and academic staff development in public universities in Delta State, suggesting that TETFund training programme on sponsorship of research activities enhances staff skills in writing research work, increase in productivity level and effective job performance. This means that when academic staff are sponsored in research activities, it tends to impact on their level of writing research work, increase productivity and effective job performance. Conversely, academic staff who are not consistently engage in research activities may not be able to carry out good research work, increase in productivity and effective job performance.

This finding aligns with Chukwuma and Japo (2025) who posited that there is significant relationship between staff development and the productivity of academic staff in terms of research, teaching and community service. In similar vein, Asoya and Chukwuemeka (2024) posited that TETFund has a significant and positive relationship with research development, academic staff training and development. In contrast, findings of Truitt (2015) posited that women had significantly greater positive training attitudes than men, those employees with training experiences have positive attitudes about training and that positive training attitudes are perceived to improve job proficiency.

Conclusion

From the findings, it was concluded that TETFund training programmes significantly impact on academic staff development in public universities. Specifically, the study established significant relationships between teaching practice supervision, scholarship for postgraduate studies, and sponsorship of research activities. These factors collectively determine the level of productivity and job performance of academic staff. Universities staff that got TETFund teaching practice supervision, scholarship for postgraduate studies, and sponsorship of research activities tend to have more productive and effective in their job performance.

Recommendations

Based on the findings, the following was recommended:

1. University management should sustain TETFund training programme on teaching practice supervision for academic staff that will enhance or strengthen teacher-student relationship.
2. Management of public tertiary institutions should sustain TETFund training programmes on scholarship for postgraduate studies for all intending staff. Opportunity should be given to all academic staff to further their education to the highest level and this will make them to be more productive and effective in job performance.
3. Management of public tertiary institutions should sustain TETFund training programme on sponsorship of research activities that will make academic staff to know the techniques or rudiments of writing good research works of globally standard.



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