

Tertiary Education Trust Fund (TETFund) Interventions, Staff Training and Conference Attendance in South-South States of Nigeria

Adimelechi, Henry C., Ph.D

Federal College of Education, Omoku
hadimelechi@yahoo.com

Ngwu, Martina Nnenna, Ph.D

University of Port Harcourt.
nnenna159@gmail.com

Ogah, Isaac Eguarkhide, Ph.D

Ignatius Ajuru University of Education,
Rumuolumeni, Port Harcourt.
write2isaacogah@yahoo.com

DOI: 10.56201/ijssmr.vol.11no3.2025.pg.302.314

Abstract

This study examined the relationship between Tertiary Education Trust Fund (TETFund) interventions, Staff Training and Conference Attendance in South-South States of Nigeria. Two research questions and two null hypotheses guided the study. The correlational survey design was adopted for the study. The population of the study was 969 lecturers from the Federal Colleges of Education in South-South States, Nigeria. The sample size for the study was 362 lecturers from three federal colleges of education in South-South States, Nigeria selected using proportionate stratified random sampling technique. The instrument for data collection was the researcher's developed questionnaire titled 'TETFund Interventions Questionnaire (TIQ)' which has a total of 16 items. The instrument was face validated by three experts. The reliability coefficient value of 0.81 was obtained using Cronbach Alpha Statistical Tool. Data were analysed using mean to answer the research questions. The One-Way Analysis of Variance (ANOVA) was used to test the hypotheses. Findings revealed that the level of utilization of academic staff training and conference attendance by lecturers were high. Based on these findings, it was recommended that lecturers should be encouraged by the management of academic institution to attend international conferences and undergo trainings at least after every two years so as to avoid brain drain among others.

Introduction

The quest for production of functional education with relevant skilled manpower to meet the needs of a society has been acknowledged by successive government in Nigeria. Nwangwu (2005), observed that the foundation of education is frail when it is not well funded. The poor funding of education is also witnessed in decline of lecturer's performance and the quality of output in various levels of education. Tertiary education which is one of the levels is charged with producing quality student's intake, quality teaching and learning, research and development, high standard in the quality of facilities and a provision of a practical based curriculum relevant to the need of the labour market as one of its goals (Federal Republic of Nigeria, 2013).

The achievement of the above goals implies that funds should adequately be provided primarily, by the government and other stakeholders. The involvement of government as key player to funding of tertiary education is premised on the fact that the development of any society is the sole responsibility of the government through the enactment of favourable legislature and policies. More so, since the provision of quality tertiary education is capital intensive, which government alone cannot effectively handle, hence, the intervention of Tertiary Education Trust Fund (TETFund). TETFund is an interventionist that is charged with the responsibility of managing, disbursing and monitoring the education task to both federal and state tertiary institutions in Nigeria. As an interventionist agency, TETFund uses funds from two percent of education tax paid by the accessible profit of companies registered in Nigeria to deliver effective and quality tertiary institutions. This quality tertiary institutions are achieved through the effective utilization of the various TETFund interventions.

In terms of academic staff training and development, academic staff are sponsored locally or internationally by TETFund in pursuance of higher degree. Asiabaka and Odionye (2010) reported that statistical figures have shown that there is inadequate number of all categories of academic staff in Nigerian higher institutions. This implies that the achievement of the goal of tertiary institution with inadequate academic staff is not obtainable. Similarly, research as an intervention area demands that staff are sponsored to undertake in-depth studies either individually or collectively on topical issues that will improve the society, whereas in academic research journal publication, sponsorship of publishing articles of scholars in reputable journal of their choice without demanding any fund from prospective authors is encouraged by TETFund. Thus, encouraging the visibility of authors through a number of publications.

The academic staff training and development as an intervention that ensures that academic staff are sponsored locally or internationally by TETFund in pursuance of higher degrees in order to enhance quality delivery. This is because the attainment of the objective of any tertiary institution to a large extent depends on the adequacy and qualification of its academic staff. Asiabaka and Odionye (2010) indicated that statistical figures have shown that there is inadequate number of all categories of academic staff in Nigerian higher institutions.

Guidelines for accessing Academic Staff Training and Development (AST&D) Intervention Fund

The guidelines for accessing academic staff training and development (AST&D) intervention fund are segmented as follows namely: the programme, choice of programmes, allocations/Disbursement, eligibility and process.

1. Programme

- i. Masters and Ph.D in either Arts or Science based disciplines.
- ii. Bench work - This is for TETFund sponsored Ph.D scholars in science based disciplines in Nigeria to undertake research in institutes, universities or laboratories with adequate facilities abroad. This Bench work intervention is for a minimum period of 3 months and a maximum period of 12 months.
- iii. Part-time or Online programmes are not supported.

2. Choice of Programmes

- i. Only universities with National Universities Commission (NUC) approved postgraduate schools should be considered for training TETFund sponsored scholars.
- ii. Programmes to be applied for by prospective scholars must be graduate programmes approved and accredited by the NUC.
- iii. The start dates for Masters and Ph.D programmes in Nigerian universities shall be valid for a period of 6 months and 1 year respectively.
- iv. In breeding is not accepted.
- v. For those seeking sponsorship to study abroad:
 - a) Choice of country of study must be guided by the World University Ranking of Times Higher Education. Scholars should seek for admission in countries that have universities ahead of the best university in Nigeria (based on the ranking of that year).
 - b) For purposes of emphasis, only the top 20% on the national league tables of universities in developed countries is acceptable for sponsorship by the Fund while in developing countries, only 10% is acceptable.
 - c) Similarly, the Fund does not accept change of institution or course of study after the award of scholarship. Contravening this will result in refund of scholarship and disqualification for future TETFund support.

3. Allocations/Disbursement

- i. The AST&D allocation should be disbursed as follow:
 - a) A maximum of 50% should be spent on foreign scholarship.
 - b) A maximum of 10% on Bench work.
 - c) At least 40% should be spent locally.
 - d) For Ph.D (Science) N1.5 million per annum, for Masters (Science) N1.5 million
 - e) For Ph.D (Art) N1.2 million per annum, for Masters (Art) N1.2 million

4. Eligibility for the Programme

To be eligible for the Academic Staff Training and Development (AST&D) Programme, beneficiaries must have met the following conditions:

- a) One must be a full time confirmed Nigerian teaching staff, working at and nominated by a beneficiary institution.
- b) Have secured admission for full-time programme of study such as Ph.D, M.Sc, MA, DLitt among others at universities earlier mentioned under choice of university.
- c) Must not be applying for a second master's degree or a second doctorate degree.
- d) Be bonded by the institution.
- e) Both Masters and Ph.D beneficiaries must serve out their bond after completion of their postgraduate programme.
- f) Must not be in receipt of any other scholarship.
- g) Must provide a certificate of fitness from a public hospital and not health centers.

5. Process

- a) All beneficiary institutions must make submissions accompanied with minutes of meeting of the selection committee of their institutions such as: TETFund Interventions Implementation Committee, Academic Board Committee, or Committee of Deans and Directors.
- b) Submissions should not be made in piece meal.
- c) Submissions should be made at the beginning of each quarter of the year and three months to the deadline of registration.
- d) Submissions must be accompanied with supporting documents: Admission letter, completed TETFund nomination form, resume of applicant, schedule of fees from the university, bond form, medical certificate, and bank details.
- e) Details of foreign beneficiary's institution's account as specified by the Central Bank of Nigeria.
- f) Submissions should be accompanied by soft copies prepared in excel format on a memory stick in line with the approved AST&D template.
- g) Approval must be sought and obtained from the Fund before any scholar commences a programme and no request for reimbursement will be entertained by the Fund.
- h) All successful nominees will be issued with scholarship award letters through their institutions.
- i) On completion of vetting process, the Fund will communicate approval or otherwise to both beneficiary institutions and the scholars.
- j) Successful scholars will be paid their living expenses through their institutions and all benefitting institutions must deposit disbursements in respect of foreign sponsorship in a domiciliary account from where they are to be disbursed to scholars.
- k) Yearly progress reports on each scholar should be provided to the Fund by beneficiary institutions failing which subsequent disbursement will be affected.
- l) Tuition fees will be paid directly to foreign institutions by the Fund.
- m) For Ph.D scholars, their living expenses will be paid into their accounts on an annual basis after satisfactory progress reports.
- n) All Ph.D dissertations of successful returnee scholars will be submitted to the Fund in both soft (Pdf) and hard copies.

- o) Submissions for AST&D scholarship must represent 60% for Science and Technology, and 40% for Arts and Social sciences
- p) All Ph.D programmes should be three years anywhere in the world.
- q) All Masters programmes are for twelve calendar months except in Nigeria, Malaysia, India, Taiwan, Thailand and UAE, which is for two years.

Furthermore, conference attendance as an intervention area involves the sponsorship of both academic and non-academic staff to conferences which could either be locally or internationally. Through attending such conferences, learned colleagues exchange new ideas on issues of concern. With regard to manuscript development as an intervention area, effort is made by TETFund to subsidize the cost of production of books by staff. This will further help in making available print materials that will enhance acquisition of knowledge. With respect to teaching practice as an intervention area, prospective teachers are sent to basic schools for practical teaching experience under the supervision of lecturers. The main idea is to ensure that the right training with pedagogical skills is inculcated on them.

In conference attendance, staff (70% of academic and 30% of non-academic) are sponsored by TETFund to attend conferences locally and internationally to exchange ideas with learned colleagues on issues of interest. This further helps in the attainment of qualitative education. This intervention promotes the dissemination of new ideas to staff in order to improve and adjust to contemporary issues.

Guidelines for accessing Conference Attendance

The guidelines for accessing Conference Attendance intervention fund are broken into three segments namely the conference, eligibility, and process. To be qualified for participation by any Nigerian teaching staff, the following conditions must be adhered to.

1. The Conference

- a) The conference must be an Academic conference organized by an academic institution, learned societies, and or recognized by reputable professional bodies.
- b) Predatory conferences organized by third parties will not be recognized.
- c) Registration for any conference should:
 - i Not be more than N100,000 for conferences in Nigeria and \$500 for conferences abroad.
 - ii Be for a duration of 5 days only.
 - iii Be a maximum of 7 teaching staff in a department within a given year.

2. Eligibility

- a) One must be a full time confirmed Nigerian staff, working at and nominated by a beneficiary institution.
- b) One must have applied to attend and participate in an academic conference organized by an academic institution, learned societies, or a recognized professional body.
- c) A teaching staff must have a paper for presentation at such conferences.
- d) A teaching staff previously sponsored by the Fund to any conference must present evidence of attendance and presentation before he or she can attend subsequent conferences.

- e) Such papers presented by sponsored staff at the conferences must be published as an article in any first quartile journal or two articles in any second quartile journals with evidence shown to the Fund before subsequent sponsorship to international conferences.
- f) Sponsorship to attend and present papers at an international conference is once after every two years.
- g) Principal Officers can attend local and international conferences once every 3 years with all subsisting requirements under these guidelines applying.
- h) Submissions for conference attendance should indicate present status and salary scale.

3 Process

- a) The process, like AST&D, involves all submission being accompanied by the minutes of meetings of relevant selection committees namely; TETFund Interventions Implementation Committee, Academic Board Committee, or Committee of Deans and Directors.
- b) Submissions must be made at least two months before the conference date.
- c) Piece-meal submissions are not acceptable.
- d) A maximum of three submissions per allocation year should be made.
- e) Submissions must be accompanied by both soft copies in a memory stick (MS Excel format) as well as in hard copy.
- f) After vetting, beneficiary institutions will be communicated as to whether approval is granted or otherwise.
- g) Funds must be released to successful staff on time to enable them attend the conferences.
- h) The beneficiary institution should submit two copies of the financial return with the following supporting documents; payment vouchers, approved memos, copy of certificate of attendance, cheques issued or e-payment schedule, and bank statements amongst others.
- i) Failure to submit these might disqualify beneficiary institutions from accessing subsequent allocations.
- j) No expenditure should be incurred on behalf of the Fund without approval.

Statement of Problem

In colleges of education, from 2014 to 2015 especially in intervention areas of academic staff training and development (AST&D), as well as conference attendance, TETFund has tremendously improved in its funding. In AST&D intervention, 550 lecturers for local Ph.D, 625 for local Masters, 184 for foreign Ph.D, and 217 for foreign Masters have been sponsored. In conference attendance intervention, TETFud has sponsored 1644 lecturers for foreign conferences and 4801 for local conferences. In spite of the level of accessibility of these TETFund intervention areas in colleges of education, most lecturers upon utilization of these interventions are still found to have poorly prepare their lecture notes resulting to poor delivery of their lectures among other roles. This inadequate preparation has further led students' poor performance upon leaving the college especially Federal Colleges of Education in South-South States of Nigeria.

Worried over the poor performance of the students especially in not meeting the sole objective of the tertiary institutions which is the production of skilled manpower, a quest was made to ascertain the relationship between TETFund interventions and lecturers' training and conference attendance.

The problem of this study therefore was to investigate the relationship between TETFund interventions and lecturers' training and conference attendance in Federal Colleges of Education in South-South States of Nigeria.

Purpose of the Study

The purpose of this study was to investigate the relationship between Tertiary Education Trust Fund (TETFund) interventions and lecturers' training and conference attendance in Federal Colleges of Education in South-South States of Nigeria.

Specifically, the study sought to:

1. determine the level of utilization of academic staff training and development intervention by lecturers in Federal Colleges of Education in South-South States of Nigeria.
2. find out the level of utilization of conference attendance intervention by lecturers in Federal Colleges of Education in South-South States of Nigeria.

Research Questions

The following research questions guided the study.

1. What is the level of utilization of academic staff training and development intervention by lecturers in Federal Colleges of Education in South South States of Nigeria?
2. What is the level of utilization of conference attendance intervention by lecturers in Federal Colleges of Education in South South States of Nigeria?

Hypotheses

The following null hypotheses were formulated in the study and tested at 0.05 level of significance to guide the study.

H₀₁ There is no significant difference between the mean ratings of lecturers from the three federal colleges of education on the level of utilization of academic staff training and development intervention by lecturers in South-South States of Nigeria.

H₀₂ There is no significant difference between the mean ratings of lecturers from the three federal colleges of education on the level of utilization of conference attendance intervention by lecturers in South-South States of Nigeria.

Methodology

The study adopted a correlational survey design. The design is considered appropriate for this study because it attempted to establish the relationship between Tertiary Education Trust Fund (TETFund) interventions and lecturers' training and conference attendance in Federal Colleges of Education in South-South States of Nigeria. The population of the study was 969 lecturers from the Federal Colleges of Education in South-South States, Nigeria. The sample size for the study was 362 lecturers from three federal colleges of education in South-South States, Nigeria selected using proportionate stratified random sampling technique. The instrument for data collection was

the researcher's developed questionnaire titled 'TETFund Interventions Questionnaire (TIQ)'. This section elicited information on lecturers' responses to the utilization of TETFund interventions in cluster of two. Cluster A with 11 items elicited information on the level of utilization of academic staff training and development intervention; Cluster B with five items elicited information on conference attendance intervention; 'Staff Training and Conference Attendance Questionnaire' which has a total of 16 items. The instrument was face validated by three experts, two of which were from the Department of Educational Administration and Planning, while one was from the Measurement and Evaluation, all from the Abia State university, Uturu. To establish the reliability of the instrument, the questionnaire was trial tested by administering 30 copies to both 15 lecturers and 15 students in Avan Ikoku Federal College of Education, Imo State which was not part of the study area. The choice of this institution is based on the fact that it shares similar characteristics in terms of utilization of TETFund interventions as a federal college of education like those of the study areas. The Cronbach alpha statically tools was used to obtain the reliability coefficient values of 0.81 which was high enough to adjudge the instrument reliable for the study. Data collected from the respondents were analyzed using the mean to answer the research questions. The One-Way Analysis of Variance (ANOVA) was used to test the null hypotheses at 0.05 level of significance.

Results

Research Question 1: What is the level of utilization of academic staff training and development intervention by lecturers in Federal Colleges of Education in South South States of Nigeria?

Table 1: Mean ratings of respondents on the level of utilization of academic staff training and development intervention by lecturers in federal colleges of education

S/ No	Item Statements	Asaba (n = 136) \bar{X}	Remark	Obudu (n=109) \bar{X}	Remark	Omoku (n=117) \bar{X}	Remark	Overall mean
1	sponsors lecturers for masters in Arts discipline	3.39	HE	3.38	HE	3.40	HE	3.39
2	sponsor lecturers for Ph.D in Arts discipline	3.32	HE	3.31	HE	3.33	HE	3.24
3	sponsors lecturers for masters in Science based discipline	3.57	VHE	3.56	HE	3.56	HE	3.42
4	sponsors lecturers for Ph.D in Science based discipline	3.60	VHE	3.59	HE	3.56	VHE	3.41
5	uses a maximum of 10% fund allocation for benchwork	2.45	LE	2.45	HE	2.38	HE	3.33

6	disburses 1.5 million per annum for Ph.D students in Science discipline	3.35	HE	3.35	HE	3.37	HE	3.15
7	disburses 1.5 million per annum for masters students in Science discipline	3.26	HE	3.25	HE	3.24	HE	3.32
8	disburses 1.2 million naira per annum for Ph.D students in Arts discipline	3.45	HE	3.42	HE	3.41	HE	3.43
9	disburses 1.2 million naira per annum for masters in Science discipline.	3.40	HE	3.38	HE	3.41	HE	3.40
10	adheres to at least 40% of fund allocation to local scholarship.	2.20	LE	2.23	LE	2.22	LE	2.22
11	pays the living expenses early to scholars	2.35	LE	2.39	LE	2.31	LE	2.35
Cluster Mean		3.12	HE	3.12	HE	3.11	HE	3.12

Legend: VHE – Very High Extent, HE – High Extent, LE – Low Extent, VLE – Very Low Extent

Table I showed the mean ratings of lecturers from Federal Colleges of Education in Asaba, Obudu and Omoku in South South States of Nigeria on the level of utilization of academic staff training and development intervention by lecturers. Respondents in Asaba had mean scores of high extent for items 1, 2, 6, 7, 8 and 9. Items 3 and 4 had the mean scores of very high extent, but low extent for items 5, 10 and 11 with a cluster mean of high extent (3.12). Obudu had the mean scores of high extent for items 1-9 and very low for items 10 and 11. The Table further indicated the cluster mean of high extent for Obudu as 3.12. Respondents in Omoku had a mean scores of high extent for items 1, 2, 3,5,6, 7,8 and 9, while items 10 and 11 had low extent and a cluster mean of high extent (3.11). The overall cluster mean of 3.12 showed that level of utilization of academic staff training and development intervention by lecturers in Federal Colleges of Education in South South States of Nigeria was high.

Research Question 2: What is the level of utilization of conference attendance intervention by lecturers in Federal Colleges of Education in South-South States of Nigeria?

Table 2: Mean ratings of respondents on the level of utilization of conference intervention by lecturers in federal colleges of education

S/ No	Item Statements	Asaba (n = 136) \bar{X}	Remark	Obudu (n=109) \bar{X}	Remark	Omoku (n=117) \bar{X}	Remark	Overall mean
12	nominates lecturers to attend conferences organized by academic institutions or professional bodies.	2.12	LE	2.47	LE	2.45	LE	2.44
13	sponsors a maximum of seven lecturers in a department within a given year.	2.29	LE	2.44	LE	2.33	LE	2.43
14	releases funds to successful lecturers on time before the conference date.	3.43	HE	3.44	HE	2.80	HE	3.44
15	sponsors lecturers for international conferences once after every 2 years.	2.17	LE	2.36	LE	2.49	LE	2.31
16	submits conference application within 2 months before the conference date.	3.18	HE	3.16	HE	3.01	HE	3.15
Cluster Mean		2.64	HE	2.77	HE	2.62	HE	2.55

Legend: VHE – Very High Extent, HE – High Extent, LE – Low Extent, VLE – Very Low Extent

Table 2 showed the mean ratings of lecturers in federal colleges of education in Asaba, Obudu and Omoku in South-South States of Nigeria on the level of utilization of conference intervention. Respondents in Asaba had mean scores of low extent for items 12(2.12), 13(2.29) and 15(2.17) as against items 14 and 16 with mean scores of high extent (3.43 and 3.18). The Table further had the cluster mean of high extent (2.64) for lecturers in Asaba. However, respondents in Obudu had the mean scores of low extent for items 12, 13 and 15, but high for items 14 and 16 with cluster mean of high extent (2.77). Respondents in Omoku had the mean scores of low extent for items 12(2.45), 13(2.33), and 15(2.49), but high for items 14(2.80) and 16(3.01). The Table further had the cluster mean of high extent (2.62) for Omoku With an overall cluster mean of 2.55, the level

of utilization of conference intervention by lecturers in federal colleges of education in South-South States of Nigeria was high.

Hypothesis 1: There is no significant difference between the mean ratings of lecturers from the three federal colleges of education on the level of utilization of academic staff training and development intervention by lecturers in South-South States of Nigeria.

Table 3: A One-way ANOVA showing the significant difference in the mean ratings of lecturers from the three federal colleges of education on level of utilization of academic staff training and development intervention by lecturers in South-South States

Variable	Sum of squares	Mean square	F	Sig. Value	Level of Sig.	Decision
Between Groups	0.08	.04	1.36	.26	.05	ns
Within Groups	10.01	.03				

Table 3 showed that significant difference was not found between the mean ratings of lecturers in the three Federal Colleges of Education in South South States of Nigeria on the level of utilization of academic staff training and development intervention with the probability value (0.26) greater than 0.05 level of significance. This implies that the null hypothesis was not rejected.

Hypothesis 2 There is no significant difference between the mean ratings of lecturers from the three federal colleges of education on the level of utilization of conference attendance intervention by lecturers in South South States of Nigeria.

Table 4: A One-way ANOVA showing the significant difference in the mean ratings of lecturers from the three federal colleges of education on level of utilization of conference attendance intervention by lecturers in South South-States

Variable	Sum of squares	Mean square	F	Sig. Value	Level of Sig.	Decision
Between Groups	2.06	1.03	8.72	.00	.05	s
Within Groups	42.36	.12				

Data on Table 4 indicated the existence of significant difference ($p > .05$), hence the rejection of the null hypothesis. This means that there was significant difference between the mean ratings of

lecturers in the three Federal Colleges of Education on the level of utilization of conference attendance intervention by lecturers in South-South States of Nigeria.

Discussion of findings

Findings from research question one revealed that the level of utilization of academic staff training and development intervention by lecturers in Federal Colleges of Education in South South-States of Nigeria was high. Respondents indicated that sponsorship of lecturers in various disciplines suggest its high utilization rate by lecturers in these colleges of education and compliance by the management of the various institutions. This is true as the study by Adimelechi (2016) revealed that the level of compliance by management of the universities in the various TETFund interventions was high. The similar view of lecturers in the utilization of this intervention is further is seen with the acceptance of the null hypothesis. This is an indication that significant difference was not found among the lecturers from the various colleges of education on the level of utilization of the academic staff training and development. Exposing the lecturers to further training may have further helped in improving their performance, as a study by Ugwuanyi (2014) revealed that ETF has made significant positive impact in improving the teaching and learning conditions of both students and lecturers.

From research question two, findings revealed that the level of utilization of conference intervention by lectures in Federal Colleges of Education in South-South States of Nigeria was high. Respondents observed that while nomination to attend conferences organized by academic institutions or professional bodies was low, release of found to successful lectures was timely. This may not be unconnected with the fact that submission of application was done in line with the condition for accessing the intervention which is within the two months before the conference date as indicated by the respondents. However, as to whether lecturers were sponsored once in every two years to attend international conference, respondents affirmed that their exposure to this conference has offered them the opportunity to improve their job performance in the various institutions. This is probably because successful lecturers are involved in discussing topical issues as related to the development of their society. Involvement in these scholarly discussions obviously will enhance the performance of the lecturers. This finding is in cognizance with the findings of Udu and Joseph (2014) that staff development programmes have a positive impact on the job performance of staff.

However, in spite of the level of utilization of conference intervention by lecturers, significant difference was found among lecturers in the three Federal Colleges of Education in South-South States of Nigeria. The existence of significant difference may not be unconnected with the transparency of the management in making the opportunity available to lecturers.

Conclusion

The study concluded that the level of utilization of TETFund interventions such as academic staff training and development and conference was high in Federal Colleges of Education in South-South States of Nigeria. The high level of utilization of academic staff training and development intervention by lecturers in Federal Colleges of Education in South-South States has an educational

implication since affording opportunity to academic staff to improve their qualifications in one way of ensuring quality in the school system. This will further help in the acquisition of relevant knowledge needed to disseminate the right information to students for quick assimilation of lesson. Thus, helping in the academic performance of the students.

Again, findings further showed that the level of utilization of conference intervention by lecturers was high in Federal Colleges of Education in South-South States of Nigeria. The implication of this finding to education is that with the exposure of lecturers to conferences, new ideas needed to promote education will be intensified. One of such ideas may be the application of ICT in the promotion of teaching-learning process.

Recommendation

1. School management should adhere to at least 40% fund allocation to local scholarship as demanded by TETFund to give room to more opportunities for academic staff training and development by lecturers.
2. Lecturers should be encouraged by academic institutions to attend international conferences at least after every two years so as to avoid brain drain.

References

- Adimelechi, H.C. (2015). *Assessment of management of tertiary education trust fund in Universities in Rivers State, Nigeria (2009-2013)*. Unpublished M.Ed Dissertation submitted at the Department of Educational Administration and Planning, Abia State University, Uturu.
- Asiabaka, I. P. & Odionye, E. A. (2010). National universities commission (NUC) minimum academic standards: implication for quality teacher education programme in Nigeria. *Journal of Professional Teachers*, 1, (6), 111-113.
- Federal Republic of Nigeria (2013). *National policy on education*. Lagos: NERDC Press.
- Nwangwu, I. O. (2005). Quality assurance in public secondary schools: Issues and concerns. *Nigeria Journal of Administration and Planning*, 5, (1), 229-234.
- Udu, L. E., & Joseph, O. N. (2014). Tertiary education trust fund interventions and sustainable development in Nigerian universities: evidence from Ebonyi State University, Abakaliki. *Journal of Sustainable Development*, 7, (4), 191-204.
- Ugwuanyi, G. O. (2014). Taxation and tertiary education enhancement in Nigeria: An evaluation of the education tax fund (EFT) between 1999-2010. *Journal of Economics and Sustainable Development*, 5, (6), 131-141.