



Staff Training in Tertiary Education in Nigeria

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Abstract:

This paper discussed the problems facing staff training programme in the tertiary institutions in Nigeria. The paper employed secondary data. The data were collected from both print and online publications. The paper concluded that shortage of funds, poor accessibility of training funds, abandonment of sponsored academic, corruption, Naira depreciation, lack of strategic plan for staff training and political influence and interest. Based on these problems identified, the paper recommended that federal government should link TETFund to other sources of revenue generation. TETFund should constantly organize training for TETFund Desk officers in the universities to reduce the problem of poor retirement. TETFund should establish institutional relationship agreement with universities where sponsored candidates are schooling, after completion of their programme, the certificate should be handed over to TETFund head office in Nigeria and strategic training document plan should be designed submitted to TETFund office to reduce manipulation and nepotism in the selection of staff for training.

Keywords: Academic staff, Non-academic staff, Staff, Training.

INTRODUCTION

Tertiary Education is the education given after Post Basic Education in institutions such as Universities and Inter-University Centres such as the Nigeria French Language Village, Nigeria Arabic Language Village, National Institute of Nigerian Languages, institutions such as Innovation Enterprise Institutions (IEIs), and Colleges of Education, Monotechnics, Polytechnics, and other specialized institutions such as Colleges of Agriculture, Schools of Health and Technology and the National Teachers' Institutes (NTI) (FRN, 2013).

The goals of Tertiary Education shall be to: Contribute to national development through high level manpower training; provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians; provide high quality career counseling and lifelong learning programmes that prepare students with the knowledge and skills for self-reliance and the world of work; reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market; promote and encourage scholarship, entrepreneurship and community service; forge and cement national unity; and promote national and international understanding and interaction (FRN, 2013)

According to Ogunode (2021) tertiary education includes Monotechnics, polytechnics, colleges of educations, and universities. The objectives of tertiary institution education include: to provide teaching services, providing research services for the development of the country, producing manpower for the country, and aid the delivery of community services.

The tertiary institution system is structured and designed to function with human resources and material resources. The human resources include the teaching staff/academic staff or the Non-teaching/non-academic staff. The academic staff provides the teaching, research, and other academic services in the tertiary institution while the non-teaching staff provides non-teaching but essential services that complement the academic staff services in the tertiary institution (Ogunode, 2020).

The cardinal goal of higher education is to disseminate knowledge through teaching, research, and community service. These triple mandates make the higher institutions unique institutions whose existence stands for purely academic purposes. The higher institutions are established for the sake of training high-level manpower of which non-academic staff is part of the main constituents of providing supportive services towards the realization of the objectives of higher institutions.

The non-academic staff is the people meant to provide the non-teaching and essential services. Without non-academic staff, the objectives of the higher institutions cannot be realized. Higher institutions render many services, one of which is academic service. Higher institutions are designed to function with the academic and non-academic staff. (Ogunode, Jegede& Solomon 2021) concluded that resources in the university comprises of academic staff and Non-academic staff. The academic staffers are in charge of teaching, researching and carrying out other academic services. The Non-academic staff handles all non-academic services in the universities. The Non-academic staffers are the engine room of the tertiary institution administrative system because they handle the administrative programmes of the tertiary institution. The realization of the objectives of higher institutions depends on both teaching and non-teaching (Ogunode, 2020).

Training is very important for university workers. Training and retraining programme is an integral part of the university system to improve workers skills and productivities. Staff training programme is an important programme in the university system meant to develop the staffers in the universities. Staff training programme in tertiary institutions in Nigeria is under the department of human resources development mostly under the establishment division of the university. In order to coordinate the programme very well, a unit or department is established in most universities in Nigeria called training and staff development unit. (Akomolafe & Belo 2019) posited that the achievement of the objectives of tertiary institutions education can mainly be guaranteed if her human resources are regularly developed. It therefore becomes imperative that the development of lecturers' knowledge and skills be supported in Nigerian tertiary institution in order to enhance realization of lecturers' potentials for self-growth and tertiary institutions development.

Staff training programme in the Nigerian tertiary institutions system is faced with a lot of challenges. These challenges are frustrating the realization of the objectives of staff training programme in most of the universities. It is important to discuss challenges staff training programme is faced with in the Nigerian universities.

For the purpose of this paper, literature reviewed mainly focused on tertiary institution education with minimal reference to other components of tertiary education. Problems and issues raised in this paper are mainly issues affecting the tertiary institution education. It is assumed that the trends observed in the tertiary institutions are similar to those that are found in some other higher institutions in Nigeria.

Theoretical Framework

The paper is anchored on Herzberg's two factor theory. In 1959, Frederick Herzberg, a behavioural scientist proposed a two-factor theory or the motivator-hygiene theory. According to Herzberg, there are some job factors that result in satisfaction while there are other job factors that prevent

dissatisfaction. According to Herzberg, the opposite of “Satisfaction” is “No satisfaction” and the opposite of “Dissatisfaction” is “No Dissatisfaction”.

1. Hygiene factors- Hygiene factors are those job factors which are essential for existence of motivation at workplace. These do not lead to positive satisfaction for long-term. But if these factors are absent/if these factors are non-existent at workplace, then they lead to dissatisfaction. In other words, hygiene factors are those factors which when adequate/reasonable in a job, pacify the employees and do not make them dissatisfied. These factors are extrinsic to work. Hygiene factors are also called as dissatisfiers or maintenance factors as they are required to avoid dissatisfaction. These factors describe the job environment/scenario. The hygiene factors symbolized the physiological needs which the individuals wanted and expected to be fulfilled. Hygiene factors include:

- 1. Pay:** The pay or salary structure should be appropriate and reasonable. It must be equal and competitive to those in the same industry in the same domain.
- 2. Company Policies and administrative policies:** The company policies should not be too rigid. They should be fair and clear. It should include flexible working hours, dress code, breaks, vacation, etc.
- 3. Fringe benefits:** The employees should be offered health care plans (mediclaime), benefits for the family members, employee help programmes, etc.
- 4. Physical Working conditions:** The working conditions should be safe, clean and hygienic. The work equipments should be updated and well-maintained.
- 5. Status:** The employees’ status within the organization should be familiar and retained.
- 6. Interpersonal relations:** The relationship of the employees with his peers, superiors and subordinates should be appropriate and acceptable. There should be no conflict or humiliation element present.
- 7. Job Security:** The organization must provide job security to the employees.

Motivational factors- According to Herzberg, the hygiene factors cannot be regarded as motivators. The motivational factors yield positive satisfaction. These factors are inherent to work. These factors motivate the employees for a superior performance.

These factors are called satisfiers. These are factors involved in performing the job. Employees find these factors intrinsically rewarding. The motivators symbolized the psychological needs that were perceived as an additional benefit. Motivational factors include:

- 1. Recognition:** The employees should be praised and recognized for their accomplishments by the managers.
- 2. Sense of achievement:** The employees must have a sense of achievement. This depends on the job. There must be a fruit of some sort in the job.
- 3. Growth and promotional opportunities:** There must be growth and advancement opportunities in an organization to motivate the employees to perform well.
- 4. Responsibility:** The employees must hold themselves responsible for the work. The managers should give them ownership of the work. They should minimize control but retain accountability.
- 5. Meaningfulness of the work:** The work itself should be meaningful, interesting and challenging for the employee to perform and to get motivated.

The relevance of this two-factor theory to this study is that academic and non-academic staff of universities need motivation to work hard and be effective and the government and universities administrators must stress upon guaranteeing the adequacy of the hygiene factors to avoid employee dissatisfaction (hygiene factors may include staff training, workshops and conference attendant, . Also, the universities managers must make sure that the work is stimulating and rewarding so that the employees are motivated to work and perform harder and better. This theory emphasize upon job-enrichment so as to motivate the employees. The job must utilize the employee’s skills and competencies to the maximum. Focusing on the motivational factors can improve work-quality.

Many definitions have been advanced towards defining the concept of training. For instance, (Obadan, 2000) defined training as “a specialized process through which one learns to perform direct tasks of varying complexity and acquire expected job behaviours”. (Donnelly in Alao2010) viewed training as a procedure that is properly organised where the trainee learn, acquire skills and knowledge as well for a particular purpose, and as continuous process that helps employees of an organisation to optimally perform at higher levels. (Peretomodeet *al.*, 2001) training is a planned organizational effort or activity conceived with helping an employee acquire specific and immediately usable skills, knowledge, concepts, altitude and behaviours to enable him or her perform more efficiently and effectively on his present job.

(Osborne, 1996) viewed training as an organised process that modifies the attitude, skills and the behaviour of workers by learning experience to effectively perform various duties of the organization. (Beach 1980) described training as the organized procedure by which people learn and acquire knowledge or skills for a definite purpose with the objectives of achieving the aim of change in behaviour of the trainees. (Baker 1984) considers training as all the efforts made in facilitating the processes of learning which results in latter-on the- job positive behaviour of a member of an organization. This implies that training can be used to improve workers efficiency and gives them the opportunity to acquire advance skills and knowledge needed in executing job tasks in the organization.

Training is perceived as a formal process of acquiring skills and technical know-how in a specific field so as to enhance competency and expertise in the use and manipulation of modern technology and in handling technical issues in all human endeavours. Training has been conceived to be a process of acquiring skills towards improved performance. Increase in workers output and efficiency are among reasons advanced for training needs of the workers. Training is a deliberate plan and programme meant to improve to employee’s skills at a task”. Training is an organized programme aimed at raising the performance level of the employee.

Training is a continuous exercise; and training is a necessity human organizational development. Training is considered as a necessary factor for improving the performance of an individual as well as the organization through the quality and quantity of output. Training aims to improve productivity, it is equally a deliberate attempt to improve the performance of the individuals on their jobs by correcting any deficiency human efforts. Training is human oriented. Training is organize for staff of an organizations.

Staff training is a program that is designed to equip employees with the knowledge and skills that they need to perform their jobs and improve their performance. It often occurs when new staff join an organization (also known as the onboarding process) but can also be part of a commitment to ongoing training and development that many organizations offer their employees. Staff training is a programme implemented by a manager or person of authority to provide specific staff members with the necessary skills and knowledge for their current role. It's often compulsory for some level of training to be offered to new members of staff as you prepare them for their role.

On the purpose of staff training in organization, (NOUN 2009) outlined the following as the purpose of training;

1. One of the purposes or rationale for training in any organizations is to improve the skill of the employee. Both the administrator and the subordinates need an improvement in carrying out their specific responsibilities, which can only be attained through training.
2. In the same vein, training is designed to increase the quality and quantity of output per unit production in an organization.
3. Training is essential for an organization to achieve its goals and objective.
4. It updates employees with the new development in the society in the area of new knowledge and skills.
5. Training averts future death of manpower need of an organization.
6. It is a motivation strategy employees’ advancement.

7. Training equips an individual with new skills and technical know-how in handling new technology and machineries.
8. Training also makes administrators handle situation more technically so as to enhance continuous existence of the organization.
9. Training makes administrator more flexible and dynamic in discharging his/her duty.
10. It lessens operational task and cost over a relatively long period of tunic.

On types and forms of staff training available in educational institutions, (NOUN 2009) listed the following:

1. Induction Training

Induction training relies on formal lectures and aims at acquainting the newly appointed administrators with their organization in terms of the available space, resources, arrangement and organizational pattern. It equally identifies the expected role to play by the new staff. It can last for about three weeks and it is residential in most cases. (Ukaegbu 2017; Ngu, 2006) noted that induction is a program organized for new staff of an organization aimed at introducing to the organizational structure, functions and scope of their responsibilities. This is essentially a training and development program organised for new workers with the aim of providing the history and objectives of the organization and clearly defining the scope of responsibilities and authority of a role and providing a guide to understanding the working principles, mode of operations and procedure of an organization.

2. On-the-Job Training

This is a training arrangement organized to make an administrator more efficient in the discharge of his/her without necessarily removing duties the trainee from his point of duty.

3. In-Service or Refresher- Training

The main aim of this type of training is to keep administrators up to-date on the latest development in their fields and to equip them with the necessary skills, knowledge and attitude relevant for their effectiveness.

4. Vestibule Training

This kind of training is used primarily to train large number of people to meet up with the challenges brought by rapid expansion of organization. The Administrators are trained for specific jobs.

5. Programmed Training

This is one of the modern training systems that allows individuals to learn and acquire new skills, knowledge, expertise and attitude at his own pace through a programmed teaching machines or prepared texts. The strength of this kind of training is that it is economical and systematic.

The methods of staff training include;

Symposiums:

This is a series of related speeches by 2-5 persons focusing on a certain aspect of the general topic. The presentation of each resource person is coordinated by the moderator. A symposium is a formal assembly of scholars, academics, or professionals who discuss a certain subject. Symposiums are quite formal and academically organized in the same way

Seminars:

This is a gathering of people under a leadership of learned person for the purpose of studying a subject. Each present or discusses a problem and shares the findings with participants. This makes seminars more of academic than any other group method. A seminar gathers persons or groups of individuals that convene for a short period to discuss a certain topic, generally one of current interest. Seminars are often sponsored by a single organization or a small group of people, and they might be held regularly. Seminars are usually created with the explicit intention of addressing certain issues, and as a result, their substance and focus tend to vary as the seminar series goes. Seminar subjects are diverse and typically allow the speaker to address a specific group of people, such as a professional society or a sector. Seminars are more academically oriented.

Workshops:

This also involves a group of individuals with common interest.

It comprises both theory and practice to enable participants to be more functional after the programme. A workshop is a brief training course attended by a group of individuals. Other training strategies, such as case studies, role plays, and simulations, are frequently used by the workshop presenter to

supplement the teaching. A venue where you may meet and work with your teacher in person, ask questions and have a more personal experience. Workshops are more hands-on and practical.

Conferences:

This refers to the meeting of delegates for consultation, discussion or instruction usually at a specified period of time. Proceed of workshop, conferences or are usually codified and made available to every participants and the public in the form of books, journals, etc. A conference gathers individuals with a shared interest who get together to debate issues, learn from others' experiences, and network with others who share their passions. Conferences bring individuals together who have a common interest in a subject, but they aren't only for geeks, nerds, and professionals. Anybody may host a conference with a shared interest in a topic, and practically anyone can attend one. Not-for-profit groups commonly host conferences, which volunteers usually organize. Provides an opportunity to learn about your business through speakers, networking events, and conferences. Conferencing is usually highly formal. Other staff training method include on the job training, off-the-job-training, apprenticeship training, vestibule Training (Training Centre Training), Internship Training and Learner Training.

Tertiary institution are training institutions that needs to equip its staff constantly with new knowledge. (Mathis and Jackson, 2011) submitted that effective training and development practices in the organization are important to enhance administrative and academic performance because it helps to improve university ratings, research capability, academic reputation and research contribution within the domestic and international community. There are two categories of staff in the university system. Academic and non-academic. (Ogunode & Adamu2021) and Ogunode, & Okwelogu, (2022) defined the academic staff are the teaching staff in the higher institutions. Academic staff is the implementer of the school curriculum and lecture presenter. Academic staff is the teacher and deliver of instruction in the higher institutions. Academic staff is the knowledge and character builder in the higher institution. The academic staff the engine room of the higher institutions. They are the pillar and foundation of the higher institutions. The functions of the academic staff include to lecture, to prepare the lecture note, to prepare the lesson note, source for instruction materials, gives assignment to students, to assess the students through continuous assessment and examination, set exams questions, marks the answer sheet, supervise students research work especially projects, theses and dissertation and prepares the students grade points. The academic staffer conducts different level of research, presents their findings and contribute to the development of knowledge in the higher institutions. The professional qualities of the academic staff includes; commitment to academic research, commitment to high quality teaching and fostering a positive learning environment for students, commitment to continuous professional development and commitment to public communication. In the university education, academic are the foundation of quality; they hold trust for the implemented curriculum in the universities and therefore, are at the centre of the manpower production in the country. In every organizations, workers are classified into two categories vis -a -vis senior and junior cadre. In the tertiary institution system, those at the senior cadre comprised professors, associate professors, Chief Lecturers, Principal Lecturers and Senior lecturers while the junior cadre consists of lecturer 1 and below. It is assumed that those in the senior cadre would face lesser challenges in accessing fund through TETFund probably because of their status or experience than their counterparts in the junior cadre. However, academic staff in the junior cadre could undergo training through TETFund without encountering challenge in accessing the fund.

TETFund which serves as a succor to the academia plays a major role in their advancement on the job. Existing evidence revealed linkages between TETFund intervention and its impact on academic staff training. [16] explained that the future of an organization does not only depend on providing a product that is competitive in price, quality, quantity and increment in range of products produced but rather, the organization's ability in sustaining visionary workers full of improved skills, knowledge, energy and experience to direct the force and facilities needed in achieving the organizational goals. Chase (2005) reported that academic staffs feel that their development is greatly affected by freedom to attend conferences as this enhances their professional status, raises their awareness of new developments in the field. Thus, conferences provide opportunities to those academics that participate in them to share information and ideas with the experienced ones; experienced academics to transmit

institutional, planning and management skills that can help new academic staff to break the isolation, reflect on a day's experience and redirect efforts for the following days (Hayden, 2003). Jones (1994) stressed that manpower development of lecturers in tertiary institutions should be geared towards acquiring or sharpening the capabilities of lecturers required in performing various obligations, tasks, and functions associated with or related to their present or future expected roles. Similarly, Peretomode and Peretomode (2001), have identified the benefits of training and development of lecturers to include increase in knowledge, skills and the development of positive attitude to work, increased personal and organizational productivity, and quality services. It can bring about improvement in morale, inculcate sense of belongingness, reduce absenteeism and turnover rate among lecturers, and importantly lead to better coordination of both human and material resources within institutions of higher learning.

The need for lecturers to improve their knowledge, skills, attitudes and behaviours while on the job is even more critical now in developing nations than ever before for a number of reasons. For instance, academic programmes in our universities rarely adequately prepare candidates as "finished" products for their future positions and their accompanying responsibilities (Heiss 1970, Peretomode and Peretomode, 2001). There is also the issue of knowledge explosion. Tertiary institutions are also in constant flux and there are willing and unwilling lecturers to be trained and retrained on regular basis (Johnson 1976) as globalization and the economy and competition for talents is becoming worldwide (Fanny, 2001).

Manpower development has become an accepted phenomenon in organizations. In tertiary institutions, lecturers' development programmes are considered very critical. They are planned activities which focus on increasing and enlarging the capabilities, improving the technical and conceptual skills of lecturers so that they can possess the necessary abilities to handle complex situations and better perform their job. Through renewal activities, lecturers avoid becoming rustic.

Also, the non-academic staffers are viewed by (Ogunode, Jegede & Solomon 2021) as those professional handling various non-teaching services in the higher institutions. Student welfare workers, secretaries, caretakers and cleaners form part of the non-academic professionals. Non-academic staff members are employees who work within the higher institutions and are contributing significantly to the success of higher education. Non-academic possesses a wealth of institutional knowledge, charisma and drive to ensure that the universities' missions, visions and objectives are attained. The contributions of non-academic staff highly impacts on the students' experience in the university environment. The cardinal programme of the universities include to produce manpower, conduct research and undertake community service, the non-teaching staff assist with research, teaching and community development. Also, (Ogunode, Jegede & Musa 2021) observed that the services of the non-academic staff in the higher institutions in the country include security services, library services, administrative services, maintenance services, legal services, medical services, cleaning services, planning services, financial services, etc. All higher institutions depend on these services to realize their goals. (Iwuoha, 2018) Submitted that the non-academic departments in a university system consist of the registry, physical planning, academic planning, bursary, library, school clinic, exams and records center, security, transportation unit, ICT center among others. (Nakpodia, 2001) reported that seminars are organised for personnel in school organisations to keep them adequately informed of certain developments in academics or education which are vital for the performance of their primary functions. This accounts in no small measure in enhancing their role performance skills and provide on-the-job training to expose them to new techniques concerning content and pedagogy (Jacob & Lefgren, 2001). Workshops focus on academic staff training and development which facilitate the imparting of specific skills, abilities and knowledge to them.

(Sergiovanni & Elliot 2000) found that in workshops, participants are actively involved in contributing data, solving a problem or conducting an analysis using quantifiable data. The results in form of feedback enable participants to compare their reactions with those of others and thereafter the results are discussed and analysed to develop generalizations and implications for practice. (Peretomode, & Chukwuma, undated) concluded that manpower development enhances lecturers' productivity,

irrespective of gender, faculty and type of institution, and that both lecturers' in Colleges of Education and Universities engage in similar manpower development programmes.

(Georglades 1980), (Kuma 1991) and (Yank 1999) concluded in their study that the personal experience of the researchers whose performance, over the years, has been improved upon and enhanced by active participation in national and international seminars, workshops, conferences and self-development efforts through reading of current and related articles in journals. (Kuma1991) also found that in tertiary institutions where lecturers have the opportunity of training or self renewal on the job, while such development efforts do not ensure automatic promotion, it however, does increase lecturers' productivity. Similarly, (Yang's 1999) findings led him to assert that manpower development seeks to address, enhance and transform the work environment and improve the productivity of the workforce.

The Education Tax Fund having been established by Education Tax Act No. 7 of 1993 and amended by the Act No. 40 of (22nd Dec) 1998 imposed the 2% tax on all assessable profits of all companies registered in Nigeria. The collection of the tax fund however started in 1994. And the ascertainment was as specified in the companies Income Tax Act or the Petroleum Profits Act Tax as the case may be. This amendment brought about the establishment of Education Trust Fund as an intervention agency with project management to improve the quality of Education in Nigeria (Tech., 2011; Akomolafe & Belo, 2019; Oraka, Ogbodo & Ezejiofor, 2017). The Federal Inland Revenue Service (FIRS) is empowered by the Act to assess and collect Education Tax. The fund administers the tax imposed by the Act, and disburses the amounts to educational institutions at federal, state and local government levels. It also monitors the projects executed with the funds allocated to beneficiaries (Oraka, Ogbodo & Ezejiofor, 2017).

The mandate of the Fund as provided in Section 5(1) (a) to (g) of the Act No. 7 is to administer and disburse the amount in the Fund to Federal, State, and Local Government Educational Institutions, including primary and secondary schools, for any other matter ancillary thereto, but specifically to the following: Work centres and prototype development; Staff development and conference attendance; Library systems at the different levels of education; Research equipment procurement and maintenance; Higher Education Book Development Fund;

By the year 2008, the Tertiary Education Trust Fund (TETFUND) came into being (Uzundu, 2012; Oraka, Ogbodo & Ezejiofor, 2017). This Tertiary Education Trust Fund (TETFund) was established as an intervention agency under the TETFund Act – Tertiary Education Trust Fund (Establishment, ETC) Act, 2011. This Act repeals the Education Tax Act Cap E4 Laws of Federation of Nigeria 2004 and Education Tax Fund Act No. 17, 2003 and established the Tertiary Education Trust Fund – charged with the responsibility for imposing, managing and disbursing the tax to public tertiary institutions in Nigeria (TETFund News Panaroma, 2013). To enable the TETFund achieve the above objectives, TETFund Act 2011 imposes a 2 percent Education Tax on the assessable profits of all registered companies in Nigeria (Oraka, Ogbodo, & Ezejiofor, 2017).

Problems Hindering Effective Staff Training Programme in Nigerian Tertiary Institutions

There are many challenges facing staff training programme in the tertiary institution in Nigeria. Some of this challenges includes; shortage of funds, poor accessibility of training funds abscondment of sponsored academic, corruption, naira depreciation, lack of strategic plan for staff training and political influence and interest.

Shortage of Funds

Shortage of funds is a major problem that has affected training programme in the Nigerian tertiary institution. Funds released for the implementation of staff training programme by the government through their agency to the various tertiary institution is not adequate and this have affected the training programme. Tertiary Education Trust Fund, (TETFund) is a federal government agency saddled with the responsibility of funding staff training in tertiary institutions. Research showed that Tertiary Education Trust Fund, (TETFund) have spent over N161 billion for the training of 1,127

academic staff in PhD and Masters' degree programmes in and outside the country in the past 10 years. TETFund Scholarship for Academic Staff which commenced in 2008 with the sole aim of training and up-scaling the educational capacity of academic staff of beneficiary institutions is the second in expenditure after infrastructural projects of the Fund. The training is both locally and foreign, to enable them conduct and access cutting edge research facilities, quality teaching and learning and global networking. The fund has trained about 35, 000 scholars and a whopping sum of One hundred and eighty five billion naira were expended. It is a complete project of the fund, it is the second largest expenditure of the fund after infrastructure," (Leadership 2022). Recently, Tertiary Education Trust Fund, (TETFund), disclosed that it budgeted N300 billion for the development and training of academic staff of 226 higher institutions across the country in 2021. However, Tertiary Education Trust Fund, (TETFund) is faced with problem of shortage of funds. Executive Secretary of TETFund, disclosed that from 2017 to date the fund is having challenge of steady revenue. He noted that year 2021 collection, which is what the Fund will use to operate in 2022 year, dropped to N189 billion. He observed that the fund has witness steady rise in collections under the education tax but unfortunately, last year, for 2021 there was a sharp drop and that left us in a very dare position. "For example, He submitted that from N154 billion in 2017, the tax collection rose steadily to N257 billion over the years. "So by 2020, we've got N257 billion, but unfortunately, year 2021 collection, which is what we use to operate in year 2022, dropped sharply to N189 billion. "So over N60 billion drop revenue or resources available to TETFund (Tribune online 2022). The unstable in revenue generation of the fund has affected staff training programme in many tertiary institutions Nigeria. This problem is also attested to by Ogunode & Jegede (2020) who noted that professional capacity development program of higher institutions is not effectively implemented in many higher education institutions across the country due to the poor funding of higher education in Nigeria. The Nigerian government has failed to meet up to 15% to 20% of UNESCO recommendations for education for developing countries such as Nigeria. The problem of fund shortage in the agency have hampered development of staff training programme.(Akomolafe & Belo 2019) also confirmed that inadequate is a major problems affecting TETFund staff training programme in Nigeria.

Poor Accessibility of Training Funds

Poor accessibility of training funds by respective universities in Nigeria has also affected staff training programme. According to TETFund guideline tertiary institution that benefited before will show clear document and account for all funds released. Retirement of documents to show that beneficiaries actually went for the programme. Tertiary institution that fails to retire or account for the previous funds will not be able to access a new fund. The inability of many tertiary institutions not to account for funds collected prevented from accessing new fund which directly affecting staff training of the universities. Tertiary Education Trust Fund (TETFUND) revealed that some public universities, colleges of education and polytechnics failed to access about N175 billion allocated to them in the last six years. This huge un-accessed fund, according to Tertiary Education Trust Fund (TETFUND) Boss, spanned from 2011 to date, despite the hue and cry about inadequate funding to the education sector. The boss told Tribune Education that this necessitated the 'Access Clinic' currently put in place by the agency to address all the obstacles, to ensure that all the allocations are accessed with dispatch, to meet the required goal. The Access Clinic is simply an opportunity for the benefitting institutions to come with all their records concerning allocations, projects, interventions that are outstanding or that they are having difficulty implementing. A discussion is then held with the team from the institution by the management of TETFund in order to come up with a solution for ease of access to the fund. After evaluation of records, it was realized that there is about N175 billions of allocations that have been made since 2011 that beneficiary institutions are yet to draw, or have started drawing but yet to close. He identified problems hindering speedy access of allocations disbursed by TETFUND to include lack of adequate capacity of some beneficiary institutions, frequent changes of TETFUND desk officers by the management of institutions and activities of unscrupulous contractors who sometimes abandoned the agency's intervention projects, among others. He revealed that TETFUND has disbursed N44 billion to beneficiary tertiary institutions for its 2017 intervention in its academic training programmes, and that this was to ensure that institutions were manned by best hands.

Abscndment of Sponsored Academic

Academic abscondment is another challenge to effective staff training programme in the Nigerian tertiary institutions. Many beneficiaries of staff training programme in the Nigerian tertiary institution

that are sent out to abroad for further studies either master or PhD programme refuse to come to their former institutions where they got the opportunities to go for further studies. Many picked new appointment and stay back. This problem have abscondment has led to shortage of staff in some tertiary institutions. Tertiary Education Trust Fund (TETFund) has expressed determination to end all forms of infractions in the utilization of intervention funds allocated to beneficiary public institutions. The Boss disclosed that the fund has conducted scholarship audit from 2008 up to 2018 and discovered a lot of gaps, and that measures had been taken to address such infractions. The Boss noted that when he came on board as executive secretary of the fund, he discovered that some lecturers from beneficiary institutions collected money for scholarships for their postgraduate programmes and refused to go. He said the audit report conducted indicated that a lot of them would collect the money for foreign training and end up doing the programme in Nigeria. The fund sponsor scholars for programme like innovation and entrepreneurship, science, engineering and technology, art, humanities and social science that are not offered in Nigerian universities. Apart from academic staff training and development, TETFund is investing hugely in research, book development, and publication of journals by scholars. Beneficiaries of the fund who are mainly tertiary institutions, are required to apply the funds for the provision of essential physical infrastructure for teaching and learning, provision of instructional materials and equipment, research, book development and publications, academic staff training and development and any other need which is seen as critical and essential to the improvement of quality and maintenance of standards in the educational institutions (Leadership 2022). Also, (Amazing Time 2021) report that Tertiary Education Trust Fund (TETFund) has decried the growing cases of abscondment among academic staff of various Nigerian universities sponsored for training abroad. TETFund, has been intervening in the training of academic staff in Nigerian universities by sponsoring lecturers for further studies abroad. TETFund's Director, Academic Staff Training and Development (AST&D), Muhammed Sulaiman, submitted some of the lecturers sponsored to foreign countries by TETFund for further, never returned to the country to serve their bond as they abscond. According to him, the foreign training programme was being abused and is slowly becoming a major problem affecting the education system. According to him, "Some lecturers will be given the approval to study outside the country and would proceed to their studies but at the end of the day will not come back to the country to serve their bond or to continue their jobs as lecturers, these are some of the problems".

Corruption

Corruption in educational institutions especially in the universities have also affected the staff training programme. Funds released for staff development programme are mismanaged and misappropriated academic and non-academic staff. The Executive Secretary of Tertiary Education Trust Fund (TETFund) observed that the Fund will waive its planned sanction for polytechnic lecturers who collected money to attend a conference but absconded with the money. Echono, who stated this in Abuja Thursday, during a courtesy visit by association of heads of polytechnics and colleges of technology in Nigeria, said, "Many institutions have not been able to access our provision for conference attendance, those that are able to access, and some have not attended (Blueprint 2022). Also, (Premium 2020) noted that Tertiary Education Trust Fund (TETFund) has suspended sponsorship of conference attendance for Nigerian lecturers over allegations of fraudulent practices by many the beneficiaries, (Premium 2020) has learnt. The decision, which seemed to be a confirmation of a recent allegation of grant diversion levelled against the lecturers by the agency's director of research and development, Salihu Bakari, was taken by the governing board of the agency. TETFund suspended conference attendance sponsorship travels occasioned by alleged diversion of previous CA sponsorship grants and prolonged by the COVID-19 disruptions. (Ogunode & Jegede 2020) stated that it has been reported that funds released for staff within some higher education institutions in the country for training and attendance of conferences outside the country have been diverted to private bank accounts defeating the objective of the professional development program. Allegations of corruption have been levied against some academic staff by the tertiary education tax fund (TETFUND) in 2020. The corruption practices in some of the universities have affected the staff training programme implementation.

Naira Depreciation

Nigeria economy is oil based and that determines the revenue that comes to the country. Demand and supply of the oil in the international market affects stability of Naira the Nigerian currency. The falling

demand of Nigerian oil makes the Naira weak and depreciate on time. The depreciation of Naira affects academic on sponsorship from Nigeria because the value of Naira to most of the developed Countries' currency is weak. (Punch 2022) quoted TETFund who observed that some of the lecturers under the Tertiary Education Trust Fund, TETFUND academic staff training and development programme have lamented the shortage of funds to enable them complete their studies abroad. They submitted that the current exchange rate was a major challenge affecting their studies abroad as a result of Naira depreciation, which made them embark on certain jobs to complete their studies. The lecturers disclosed this when TETFUND. Some lecturers in the scheme narrated the impact of the Naira depreciation on their studies in the United Kingdom. "Some of us arrived foreign land and we had to do certain other jobs to cushion the effects of our weak naira. "The value of naira kept depreciating and this adversely affected our studies to the extent that some scholars stopped at pilot study (Punch 2022). "On naira exchange rate, the situation has affected the spending power of the agency, despite the increase in allocation. Therefore, I will advise heads of institutions to maximize funds and seek internal training opportunities.

Lack of Strategic Plan for Staff Training

Poor planning of staff training programme is a very big problem to the development of staff training programme in the universities. Universities, faculties and departments do not have well planned staff training roadmap or blueprint for an effective staff training programme implementation in their respective institutions. Some universities that has are not effectively using it due to many challenges such as change in management. The poor planning of staff training programme across the universities is responsibilities for why many departments and faculties have too much of staff that specialized in a particular field and sometime do not even have some staff in other field of specialization. (Ogunode & Jegede (2020) noted that lack of a strategic human resources development plan is another problem affecting the administration of the professional development program in Nigerian higher education institutions, especially among newly established institutions. Many higher education institutions in the country do not have a planned document to guide the administration of the human capacity development. There is no data on the training gap of the personnel of various departments at some higher education institutions. This allows room for the manipulation of the program. The majority of personnel in different higher education institutions who are qualified for a/ the training and retraining program is not taken into account due to a poor strategic plan

Political Influence and Interest

Political influence and interest has affected smooth implementation of staff training programme in some tertiary institutions in Nigeria. Nigerian tertiary institutions are politically influenced by politicians who are in government. They influence the decision of who the tertiary institutions should send for training and who should not benefit. They also makes demand that their candidate should be select for staff training even when not qualified to benefit from the programme. (Ogunode & Agyo, 2022; Ogunode & Musa, 2022; Ogunode, Atobauka & Ayoko, 2023) observed that political influence is a major factor affecting the effective administration of the professional development program for higher education institutions. The Nigerian higher education institutions are still under the influence of political actors who are appointed as governing councils. These council members influence the selection of personnel to go for training especially the oversea training. They frustrate the institutional plans on people to select for training and who not to go. It have been reported that many beneficiary of the higher education institutions training program in the Nigerian higher education institutions have relationship with council members or politicians.

Conclusion and Recommendations

This paper examined the problems facing staff training programme in the tertiary institutions in Nigeria. The paper concluded that shortage of funds, poor accessibility of training funds, abscondment of sponsored academic, corruption, naira depreciation, lack of strategic plan for staff training and political influence and interest are the problems facing staff training programme in the university system in Nigeria. Based on these problems identified, the paper hereby recommended that:

1. Federal government should link TETFund to other sources of revenue generation like some companies should convert socials responsibility to levy to be paid into TETFund. This will help to increase the revenue of the agency.
2. TETFund should constantly organize training for TETFund Desk officers in the tertiary institutions.

This will help to reduce the problem of funds retirement

3. TETFund should establish institutional relationship agreement with tertiary institutions where sponsored candidate is schooling, after completion, the certificate should be handed over to TETFund head office in Nigeria. The sponsored candidate are directed to come back home and collect their certificate. This will help to reduce abscondment rate of sponsored academics.
4. In order to curtail corruption of manipulation and nepotism in selection of people who will benefit from training, a strategic training document plan should be designed containing names of staff who will benefit from the training in next five years and to be submitted to TETFund office and one in each of the tertiary institution.
5. Government should diversify the economy from only oil based to other sector. This will help to strengthen the Naira in international market and solve the problem of naira depreciation,
6. Tertiary institutions should be granted autonomy to prevent political influence and allow the universities to operate on their own.

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