

TETFUND INTERVENTION ON ACADEMIC STAFF DEVELOPMENT AND PROMOTION OF QUALITY RESEARCH AS PREDICTORS OF ADMINISTRATIVE EFFECTIVENESS OF FEDERAL UNIVERSITIES IN SOUTH-EAST, NIGERIA

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Abstract

Administrative effectiveness is essential for the realisation of the goals of university education. In this regard, Tertiary Education Trust Fund (TETFund) plays immense roles in academic staff development and promotion of quality research for the development of the nation. This study examined TETFund academic staff development and promotion of quality research with the aim of determining the predictive values of same on the administrative effectiveness of federal universities in South-East, Nigeria. Two research questions guided the study and two null hypotheses were formulated and tested at 0.05 level of significance. The study adopted a correlational research design. The population of the study comprised 410 persons made up of 403 Heads of Departments (HODs) and seven TETFund Desk Officers from the seven federal universities in South-East. The study was census study. Instruments for data collection were researcher-structured questionnaires titled 'TETFund Academic Staff Development Questionnaire (TASDQ)', 'TETFund Promotion of Quality Research (TPQRQ)', and 'Administrative Effectiveness Questionnaire (AEQ)'. 410 copies of instruments were administered to the respondents but 402 were retrieved and used, constituting 98.05%. The instruments were subjected to face and construct validation. Face validation was done by three experts, two of whom were from the Department of Educational Management and Policy, Faculty of Education, Nnamdi Azikiwe University, Awka and one from the Department of Educational Foundations, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus, Anambra State. Construct validation was done using Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy, and which sampling adequacy was obtained as 0.74. The internal consistency of the instruments was determined using Cronbach Alpha which gave average coefficients for TASDQ (0.744), TPQRQ (0.826) and AEQ (0.726). Simple linear regression analysis was used to answer the research questions 1 and 2 and to test hypotheses 1 and 2 at 0.05 level of significance. All the analysis was done with the aid of International Business Machines (IBM) Statistical Package for Social Sciences (SPSS) version 25. The study revealed that TETFund academic staff development had a substantial positive predictive value ($\beta=0.53$) while TETFund promotion of quality research had low positive predictive value ($\beta=0.21$) on administrative effectiveness of federal universities in the South-East. The test of hypotheses showed that all the variables significantly predicted administrative effectiveness of federal universities in South-East, Nigeria ($R = 0.56$, $R^2 = 0.32$, $p < 0.05$). The study concluded that TETFund human resource development and provision of physical infrastructure had positive influence on administrative effectiveness of federal universities in the South-East. Based on the findings, the study recommended that academic staff should endeavour to access fully academic staff development and research interventions so that they can be fully developed to carry out their duties for the purpose of achieving the goals of university education in the South-East.

Keywords: TETFund, Academic Staff Development, Promotion of Quality Research, Administrative Effectiveness, Federal Universities in South-East, Nigeria

Introduction

Education is a necessary instrument for effective national development and social change. It is vital for the promotion of a progressive and united society. As an indispensable tool for socio-economic revolution and transformation, education is the foundation of any society and is fundamental for the attainment of developmental objectives of any nation. Yet, the success of any educational system is hinged on not only proper planning, adequate financing but also on good administration.

University education provides individuals with the opportunity of focusing on specialized areas of study to fit into designated professions for the purpose of making impact in the society. Universities aim to prepare students for professional life by developing their competencies and awareness. They also strive to improve learning and teaching to ensure that students are well-positioned to enter the workforce. Additionally, universities promote the creation, delivery, and utilization of knowledge, contributing to the development of human culture and knowledge. Universities are therefore charged with the duties of developing human resource capital and producing high-quality graduates for the job market, to continuously advance the frontiers of knowledge in all disciplines, and ultimately to advance human civilization. Yet, there is no gainsaying that effective administration is a major component for achieving the goals of all levels of education including university education.

In recent times, the issue of administrative effectiveness of Nigerian universities has increasingly come under intense consideration among scholars and employers of labour who depend on the manpower produced by university education. This is because the level of creativity and productivity of graduates of Nigerian universities seems to be dwindling. No doubt, universities are charged with the duties of producing sound academics to continuously advance knowledge in all subject areas, and high-quality graduates for the job market, with the ultimate aim of advance human development and progress. These ideals appear not to be realized as desired and expected of our universities.

No doubt, the issue of funding has been a serious challenge to the realization of university goals. One of the ways through which the federal government has responded is by the establishment of TETFund (Tertiary Education Trust Fund). TETFund is a project-based intervention agency whose object is to aid tertiary education growth. TETFund was created to help provide physical infrastructure and upgrade the deteriorating ones in tertiary institutions in Nigeria. TETFund was also established to aid human resource development and training of staff in public tertiary institutions in Nigeria (TETFund, 2023) in furtherance of the goals and objectives of tertiary education in Nigeria.

Notwithstanding the lofty objectives of TETFund and its intervention in universities, university education in the South-East still faces the challenge of insufficient funding which adversely affects academic resource development in the South-East federal universities, making it difficult for the universities to achieve their objectives. There are cases of inadequate training of academic staff, lack of specialization, and poor motivation among academic staff which situation do compromise the quality of teaching and research. Because of poor motivation, brain drain of skilled academics and professionals is the result due to unfavourable working conditions, low pay, and limited opportunities in the geopolitical zone that is republican and fraught with competitiveness. As a consequence of insufficient and inadequate training of academic staff, curricula are hardly reviewed and/or properly implemented in such a way as to align with industry needs, thereby making graduates less employable and less equipped to drive innovation and economic growth in the area. Due to limited resources in the study area, cases of corruption, nepotism, and favouritism exist and do undermine the integrity of the education system, affecting admissions, grading, and employment opportunities. Worst still, what university education endeavour to combat are still ravaging in the area of study, such as poverty, fraud, insecurity, violence, corruption, as well as lack of basic amenities needed for national growth.

In this study, ‘administrative effectiveness’ is seen as the measure of the positive results (output) of all the inputs and processes in an organization. Therefore, the more objectives an organization can achieve, the more effective the organization is deemed to be. In relation to university education in Nigeria, administrative effectiveness denotes the achieved and realized goals and objectives. More still, the term ‘TETFund academic staff development and promotion of quality research’ is operationally defined as all the processes involved in training and retraining of academic staff through TETFund sponsorship for acquisition of higher degrees and research activities for the purpose of aiding teaching and learning in the university.

Statement of Problem

There is worry about the consequences of ineffective administration in the federal universities in the South-East, Nigeria. This has led to poor quality academic staff charged with the duty of educating the students. This seems to be a result of the problem of insufficient funding for training and development of academic staff, leading to poor quality human resource. The saying that ‘no one gives what one has not’ is still salient in the federal universities in the South-East as only a minimal percentage of academic staff attend and participate in conferences, secure funding for quality research and for further studies and training. Thus, there is inadequate staff training and welfare.

More still, another great worry is that graduates from federal universities in the South-East have often been described as ‘unemployable’ and can hardly engage in problem-solving, characteristic of genuine university education. Part of the problems attributed to this ugly state of affairs scarcity of research facilities and so on (Isa & Yusoff, 2015; Osaigbovo & Ikediashi, 2022). In the face of the above anomalies, there is the ultimate question of whether the goals of university education are ever achieved in terms of fulfilling university’s time-honoured role of being the bedrock of socio-economic development of the society through the tripartite mandate of teaching, research and community service.

The above unpleasant situation is hardly surprising as the Federal Government of Nigeria does not demonstrate enough political will to implement the United Nations standard of 26% benchmark budgetary allocation to education. In spite of the little efforts made by the government in the establishment of TETFund, yet due to bureaucratic bottlenecks and red tapism, various universities and academic staff in the South-East have expressed difficulty in assessing TETFund intervention funds. Hence, amid the establishment of TETFUND as an intervention agency to address some of the issues affecting the university system, there are still cases bordering on poor quality of university education in the study area. In spite of TETFund’s mandate to reconstruct, rehabilitate and restore universities and other tertiary institutions, South-East Nigeria which virtually produces the highest entrants into the universities annually is still lagging behind.

The above problems seem to be the consequence of administrative ineffectiveness of the universities, which adversely affects the achievement of the goals of university education in the area. It is against this background that the researcher undertook this study to examine the predictive values of TETFund academic staff development and promotion of quality research on administrative effectiveness of federal universities in the South-East.

Purpose of the Study

The main objective of this study was to determine the predictive value of TETFund development of academic staff and promotion of quality research on the administrative effectiveness of federal universities in the South-East, Nigeria. Specifically, the study determined the predictive value of:

1. TETFund academic staff development on administrative effectiveness of federal universities in the South-East
2. TETFund promotion of quality research on administrative effectiveness in federal universities in South-East, Nigeria

Research Questions

The following research questions guided the study;

1. What is the predictive value of TETFund academic staff development on administrative effectiveness of federal universities in the South-East?
2. What is the predictive value of TETFund promotion of quality research on administrative effectiveness in federal universities in South-East, Nigeria?

Hypotheses

The following hypotheses were formulated for the study:

H₀₁: TETFund academic staff development will not significantly predict administrative effectiveness of federal universities in the South-East.

H₀₂: TETFund promotion of quality research will not significantly predict administrative effectiveness of federal universities in the South-East.

Conceptual Review

Administrative Effectiveness

‘Administrative effectiveness’ is a measure of the relationship between the services or products produced and the resources required to produce them. Thompson and Anachuna (2019) define administrative effectiveness as steady accomplishment of administrative duties and timely realization of set objectives. For Bello (2016), a school is considered effective when it consistently improves its success history through staff and student’ attitudes to a superlative performance. Hence, ‘administrative effectiveness’ in this study is viewed in terms of ‘*output*’. In other words, administrative effectiveness means the harvest of the achievements of university’s goals in relation to teaching, research and community service, which comprise the traditional mandates of university education. This harvest is summed up in the performance of graduates and staff services which make impact in the socio-economic and integral development of the nation. This understanding entails production of skilled and employable graduates and responsible citizens, graduating students who win awards, scholarship and graduate admissions in reputable universities; and those who become successful entrepreneurs and captains of industry. It includes academic staff output such as publication of articles in reputable journals, delivery of public lectures, involvement in external examinations, community service, to say the least.

TETFund

TETFund (Tertiary Education Trust Fund) is a project-based intervention agency whose object is to aid tertiary education growth. TETFund was originally established as Education Trust Fund (ETF) by the Act No 7 of 1993 as amended by Act No 40 of 1998 (later amended into Education Tax Fund Act No. 17, 2003 and Education Tax Act, Cap E4, Laws of the Federation 2004). This later Act was repealed and replaced with Tertiary Education Trust Fund (Establishment, Etc) Act 2011. Education Tax Act Cap. E4, Laws of the Federation of Nigeria, 2004 and the Education Tax Fund (ETF) Act No. 17, 2003 were the enabling legal foundations for ETF that was originally empowered to intervene at all levels of education (Primary, Secondary and Tertiary) in public institutions prior to establishment of TETFund (TETFund, 2023).

With the enactment of Tertiary Education Trust Fund (Establishment, Etc) Act 2011, TETFund now intervenes in only public tertiary institutions (Universities, Polytechnics and Colleges of Education) for maximum impact through sponsorship of postgraduate studies, funding of building and refurbishing of educational facilities, promoting creative and innovative approaches to learning, provision of higher educational literature and funding of libraries, and provision of learning equipment (TETFund, 2023). TETFund is an intervention agency set up to provide supplementary support to all level of public tertiary institutions with the main objective of using funding alongside project management for the rehabilitation, restoration and consolidation of Tertiary Education in Nigeria (TETFund, 2023). The Agency assists tertiary institutions on staff development, provision of infrastructural facilities and improving quality of education. TETFund’s normal interventions in the tertiary institutions are in the areas of construction and rehabilitation of buildings and laboratories, procurement of teaching and research equipment, academic staff training, research and book development, capacity building and teacher training programme, provision of ICT infrastructure, development of facilities that sustain institutions such as boreholes, electric power generators, etc. (Bamiro, cited in Amin et al, 2020). TETFund is a substantial source of financial assistance to the various tertiary institutions in Nigeria, especially in the commencement, completion or rehabilitation of capital projects embarked upon by institutions. TETFund was instituted to save the failing structure and infrastructure of Nigerian education sector and to also aid training of staff in public tertiary institutions in Nigeria (TETFund, 2023) in furtherance of the goals and objectives of tertiary education in Nigeria.

The Agency's main source of fund was initially a two percent (2%) education tax paid from the assessable profit of companies registered in Nigeria. This Tertiary Education Tax (TET) rate was increased in the 2021 Finance Act from 2% to 2.5%. Currently, however, section 1(2) of Tertiary Education Trust Fund Act (TETFa) was amended by increasing the rate of TET from 2.5 % to 3 % (FGN, Finance Act, 2023). So, the current TET rate is 3 %. This fund is assessed by the Federal Inland Revenue Service (FIRS), which remits same to the Agency. The funds are disbursed for the general improvement of education in Federal and States tertiary educational institutions specifically for the provision or maintenance of essential physical infrastructure for teaching and learning, instructional material and equipment, Research and publication, Academic staff training and development, and any other need which, in the opinion of the Board of Trustees, is critical and essential for the improvement and maintenance of standards in the higher educational institutions (TETFund Act 2011; Onyeizugbe, Orogbo and Igbodo, 2016).

TETFund interventions are anchored on the following areas: Normal Intervention; Library Intervention; Research grant; Academic Staff Training and Development; Publication of Journal; Manuscript Development; and Conference Attendance (TETFund, 2023). TETFund has the following Departments: Research and Development/Centre of Excellence, Academic Staff Training and Development (AST&D), Education Support Services, Physical Infrastructure, Human Resources and General Administration, Strategic Planning and Development, Information and Communication Technology (ICT), Finance and Investment, Monitoring and Evaluation, Public Affairs (TETFund, 2023; Kenen, 2023).

TETFund Academic Staff Training and Promotion of Quality Research

One major essential input of university administration is the development of human resource through staff training and promotion of quality research for effective performance and achievement of desired goals. 'TETFund academic staff development' and 'TETFund promotion of quality research' are the independent variables in this study, and are parts of what is referred to as 'content-based interventions'. These are interventions that have academic contents. They are: Academic Staff Training and Development (AST&D); Conference Attendance (CA); Academic Research Journals (ARJ); Institution-Based Research (IBR); National Research Fund (NRF); and Academic Manuscripts into Books (AMB). In this study, the concept of 'Academic staff training' is denoted by the TETFund sponsorship of PhD, Masters, Post-doctoral, and bench work programmes done by academic staff of the universities under study. On the other hand, the concept of promotion of quality research refers to TETFund sponsorship for research and publications which include journal publications, institutional based research, conversion of manuscripts into books, and national research fund.

There is no gainsaying that university staff are required to possess the requisite skills and abilities which could come by way of capacity building (Nwogwugwu & Nwogwugwu, 2020). For adequate development of human resource, the importance of training and re-training together with research and innovation in relation to academic staff are important components for transforming the society with modern technologies and teaching methods evolving by the day. It is expedient that staff are well up-to-date with sound knowledge, new methods, and skills for the purpose of work efficiency and transfer of knowledge to the upcoming generation. These components of human resource development are pertinent to the attainment of improved staff performance, productivity and efficiency which would translate to the overall accomplishment of goals in the university. Staff development in universities is essential as the overall growth and development of the nation is dependent on the success of the quality of its human resources in her own educational institutions (Adamu et al, 2021). Yet, human resource development is a function of sufficient funding. Part of the efforts by the government to fund university education is by the establishment of TETFund.

Methods

The study was conducted using a correlational research design. The design was used because it sought to establish the relationship that exists among variables, academic staff development and promotion of quality research and administrative effectiveness. The population of the study comprised 410 persons made up of 403 Heads of Departments (HODs) and seven TETFund Desk Officers from the seven federal universities in South-East. The entire population was sampled for the study as the number was manageable for a census study. Instruments for data collection were researcher-structured questionnaires titled 'TETFund Academic Staff Development Questionnaire (TASDQ)', 'TETFund Promotion of Quality Research Questionnaire (TPQRQ)', and 'Administrative Effectiveness Questionnaire (AEQ)'. The internal consistency of the instruments, after face and construct validation by experts, was determined using Cronbach Alpha. Simple linear regression and multiple linear regression analyses were used for answering the research questions and for testing the hypotheses in appropriate cases. All the analysis was done with the aid of IBM Statistical Package for Social Sciences (SPSS) version 25.

Results and Analysis

Research Question One

What is the predictive value of TETFund academic staff development on administrative effectiveness of federal universities in the South-East?

Table 1

Simple Regression Analysis with TETFund Academic Staff Development as Predictor of Administrative Effectiveness of Federal Universities in the South-East
(n=402)

Predictor			B	SE	β	Remark
(Constant)			35.75	1.71		
TETFund academic staff development	academic	staff	0.78	0.06	0.53	Substantial positive predictive value
R = 0.53						
$R^2 = 0.28$						
Adj = 0.28						

B = Unstandardized regression coefficients; SE= Standard Error; β = Standardized regression coefficients (beta weight)

The result of the simple regression result shown in Table 1 indicates the regression of administration effectiveness on TETFund academic staff development. The regression R squared (R^2) = 0.28 shows TETFund academic staff development contributes 28% in explaining the administrative effectiveness of federal universities in the South-East. The unstandardized regression coefficient (B) value was 0.78. The regression standardized regression coefficient (β) = 0.53 suggest that TETFund academic staff development has a substantial positive predictive value for administrative effectiveness in federal universities in the South-East.

Research Question Two

What is the predictive value of TETFund promotion of quality research on administrative effectiveness in federal universities in South-East, Nigeria?

Table 2

Simple Regression Analysis with TETFund Promotion of Quality Research as Predictor of Administrative Effectiveness of Federal Universities in the South-East
(n=402)

Predictor	B	SE	β	Remark
(Constant)	44.82	2.77		
TETFund promotion of quality research	0.44	0.10	0.21	Low positive predictive value
R = 0.21				
$R^2 = 0.05$				
Adj = 0.04				

The result displayed in Table 2 shows TETFund promotion of quality research as Predictor of administrative effectiveness of federal universities in the South-East. The regression R squared (R^2) = 0.05 shows TETFund promotion of quality research contributes 5% in explaining the administrative effectiveness of federal universities in the South-East. The B value was 0.44 while the β was 0.21. This implies that TETFund promotion of quality research has a low but positive predictive value for administrative effectiveness of federal universities in the South-East.

Hypothesis One

TETFund academic staff development will not significantly predict administrative effectiveness of federal universities in the South-East.

Table 3

Test of Significance of Simple Regression with TETFund Academic Staff Development as Predictor of Administrative Effectiveness of Federal Universities in the South-East.

Predictor	B	SE	β	t	p-value	Remark
Constant	35.75	1.70		20.91	0.00	
TETFund academic staff development	0.78	0.06	0.53	12.38	0.00	Significant

Table 3 shows TETFund academic staff development was a significant predictor of administrative effectiveness of federal universities in the South-East., $\beta = 0.78$, $t = 12.38$, $p < 0.05$. The null hypothesis was rejected since the p-value was less than 0.05.

Hypothesis Three

TETFund promotion of quality research will not significantly predict administrative effectiveness of federal universities in the South-East.

Table 4

Test of Significance of Simple Regression with TETFund Promotion of Quality Research as Predictor of Administrative Effectiveness of Federal Universities in the South-East.

Predictor	B	SE	B	t	p-value	Remark
Constant	44.82	2.77		16.21	0.00	
TETFund promotion of quality research	0.45	0.10	0.22	4.34	0.00	Significant

Table 4 shows TETFund promotion of quality research was a significant predictor of administrative effectiveness of federal universities in the South-East., $\beta = 0.22$, $t = 4.34$, $p < 0.05$. Since the p-value was less than 0.05, the null hypothesis was rejected

Discussions of Findings

Predictive Value of TETFund Academic Staff Development on Administrative Effectiveness of Federal Universities in the South-East, Nigeria

The finding of this study revealed that TETFund academic staff development had high positive prediction on administrative effectiveness of federal universities in the South-East, Nigeria. This indicated that there was a high positive correlation between TETFund academic staff development and administrative effectiveness of federal universities in the South-East, Nigeria. Hence, TETFund academic staff development was a significant predictor of administrative effectiveness of federal universities in the South-East. This further meant that the lower the TETFund intervention for academic staff development, the lower the administrative effectiveness of federal universities in the South-East, Nigeria, leading to attendant poor outcome. This invariably resulted to the fact that the achievement of the goals and objectives of university education might not be easily realized if there is lower TETFund intervention for academic staff development.

This finding agreed with Ezeali (2017), who stated that TETFund intervention on training and development had great impact on improved skills and development of the staff of tertiary institutions including university academic staff. The finding also supported Modu and Haruna (2019), who found out that lecturers' development programmes had been given considerable attention by TETFund in terms of training for masters degree and doctoral degree both locally and internationally, and thus adding a positive value to administrative effectiveness of the university towards the achievement of desired goals and objectives. More still, the finding was in tandem with Wapmuk and Amini (2018) whose study revealed that there was a positive response in terms of access to funds, training of lecturers via TETFund intervention in public tertiary institutions including universities in Nigeria. Furthermore, the finding agreed totally with Yusuf (2021) who discovered that academic staff development through TETFund sponsorship improved the performance of academic staff in terms of quality of graduates, quality of research output and community services. This, no doubt makes for an efficient and effective management and administration of the university system for maximum result. Be that as it may, the finding of this study did not totally agree with Akomolafe and Bello (2019) who discovered that the challenges inherent in accessing TETFund played a major role in hindering academic staff training, which development often hindered administrative effectiveness of Nigerian universities. It is observed that Akomolafe and Bello considered only the issue of accessing TETFund intervention rather than the contributions of the intervention towards administrative effectiveness of universities. One could therefore argue that underlying their conviction was the positive role played by TETFund intervention, and that was the reason they bemoaned the difficulty experienced by staff in the accessing of the intervention.

The experts were in agreement because they studied the same subject matter of academic staff development as sponsored by TETFund, even as there is still dire need for greater access to the fund. Thus, access and utilization of TETFund sponsorship is good for effective and efficient administration in view of making serious impact in the university education sector and the society at large. The authorities referred to were in agreement because they shared the same views on the subject matter.

Predictive Value of TETFund Promotion of Quality Research on Administrative Effectiveness of Federal Universities in the South-East, Nigeria

The finding of this study demonstrated that TETFund promotion of quality research had a low but positive predictive value on administrative effectiveness of federal universities in the South-East. This showed that there was a low positive correlation between TETFund promotion of quality research and administrative effectiveness of federal universities in the South-East, Nigeria. Therefore, TETFund

promotion of quality research was a significant predictor of administrative effectiveness of federal universities in the South-East. This further indicated, however, that there was low accuracy in the TETFund intervention for quality research promotion predicting administrative effectiveness of federal universities in the South-East, Nigeria. Therefore, TETFund intervention for quality research promotion was not that very effective in predicting administrative effectiveness since TETFund intervention for quality research promotion was inaccurately predicted to have an outcome of administrative effectiveness. This invariably gave rise to the fact that the attainment of the goals of university education in terms of research might not be very dependent on TETFund intervention. Yet the finding also meant that even at the low positive significance of TETFund promotion of quality research on administrative effectiveness of federal universities in the South-East, once more access and use of TETFund intervention on research was guaranteed, there would be a positive effect on the administrative effectiveness of federal universities in the South-East, Nigeria.

This finding corroborated Anachuna et al (2024), who found that TETFund intervention had a significant impact on research development for effective management of federal universities in South East, Nigeria. The finding, however, contradicted Onwuchekwa (2016) who showed that TETFUND intervention fund, to a high extent, has no significant influence on educational research in Universities in South East, Nigeria. Again, the finding was not in sync with Agha and Ugu (2019) result of whose study indicated that TETFund intervention, to a high extent, had no significant impact on quality and relevant research by employees of state-owned universities in south East Nigeria. This was attributed first, to the fact that funds allocated to these institutions overtime were under-accessed due to the institutions' inability to meet conditions set by TETFund for continuous access. Secondly, many academics who accessed research grants used part of them to take care of their personal needs leaving a paltry sum for research. However, the present study agreed with Onuigbo and Mbonu (2018) that research brought about innovations in new products; promoted the prosperity of a nation and the well-being of its citizens among others.

Findings of the respective studies of two of the experts, Onwuchekwa (2016) and Agha and Ugu (2019), were in agreement that TETFund intervention, to a high extent, has no significant impact on quality and relevant research by university academic staff in Nigeria. This result might be as a consequence of many factors, namely, under-accessing of TETFund research grants, dereliction of duty on the part of desk officers and relevant university administrators, loss of confidence by staff in the process leading to the award of the grants, cumbersome procedures and strict conditions for the grant, or misappropriation of the fund by the staff awardees or even by the university authorities. On the other hand, Anachuna et al (2024) found that TETFund intervention had a significant impact on research development for effective management of universities in Nigeria. Anachuna et al stated that the TETFund intervention in the management of federal universities in South East, Nigeria has brought about positive changes in the institutions which are seen in the area of research development which invariably leads to improvement in the teaching and learning processes because of the involvement of university staff members engaging in research development made possible by TETFund. More still, Onuigbo and Mbonu (2018) discovered that in spite of the fact that TETFund intervention in the universities include well-equipped laboratory, stocked libraries and scholarships for lecturers locally and internationally, yet most of the problems militating against research includes poor funding, low quality of research output and improper accountability.

Yet, there can be a reconciliation between the findings of this study and those of the various scholars cited above. While this study found a low correlation, two of the scholars above noted that TETFund intervention, *to a high extent*, had no significant impact on quality and relevant research by university academic staff in Nigeria. The use of the expression, *to a high extent*, in the context might mean that there was only a low significant correlation between TETFund promotion of quality research and administrative effectiveness of universities. Hence, the use of the expression, *to a high extent*, might mean inversely that *to a low extent* TETFund intervention is significant to promotion of quality research towards administrative effectiveness of the universities. The finding of this present study agreed with

Anachuna et al who found that the TETFund intervention had been helpful in the area of research development towards improving teaching and learning processes. Hence, there is still an agreement among scholars that, at least, TETFund intervention was found to be significant in predicting administrative effectiveness even if to a low extent. Onuigbo and Mbonu located most of the problems relating to quality research in view of administrative effectiveness of universities, not on TETFund intervention, but on non-accountability, and improper attitudes of the academic staff themselves who perhaps due to lack of diligence could not produce quality research despite TETFund intervention on research resources.

Conclusion

In the light of the findings of this study, it is concluded that TETFund intervention has a relationship with administrative effectiveness of federal universities in South-East, Nigeria in terms of academic staff development and promotion of quality research. TETFund support, therefore, constitutes a good omen and creates better conducive learning and teaching environment as well as engender greater performance and commitment to duties among university academic staff. This is true as TETFunding has significant influence on academic staff training and research output in view of the overall interest of the south-east federal university education for the attainment of the universities' goals and objectives.

Recommendations

Based on the findings of this study, the following measures will be useful:

1. The administrators and managers of university system in federal universities in South-East, Nigeria should as a matter of necessity encourage academic staff to leverage on TETFund intervention for their further academic training and involvement in quality research.
2. TETFund should review its difficult and cumbersome conditions which have hindered a lot of prospective applicants from benefitting from its interventions.
3. Managers of federal universities in South-East, Nigeria should create necessary awareness of TETFund's interventions especially in the area of human resource development generally to ensure maximum utilization of allocations.

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