

## Tetfund-Sponsored Training and Development: Effect on Academic Staff Engagement and Productivity in Federal Polytechnic Ado-Ekiti, Ekiti State

Ayodele Damilola OGUNLOKUN<sup>1</sup>, Kehinde AJAO<sup>2</sup>

<sup>1,2</sup>Federal Polytechnic Ado-Ekiti, Ekiti State, Nigeria

### Article Info:

#### Article History:

Received: 2024-08-15

Revised: 2024-09-18

Accepted: 2024-10-09

### Keyword:

TETFUND, Staff  
 Training, Staff  
 Engagement,

### Corresponding Author:

Ayodele Damilola  
 Ogunlokun

#### Email:

[ogunlokun\\_ad@fedpolyado.edu.ng](mailto:ogunlokun_ad@fedpolyado.edu.ng)

#### Paper Type:

Research Paper



### Abstract:

#### Purpose:

The purpose of this study is their attempt to evaluate the impact of this noble gesture of TETFund on Nigerian higher education institutions, have conducted studies across the beneficiary institutions to assess the impact of TETFund intervention activities on the beneficiary institutions. It is against this backdrop that this study investigates the impact of TETFund sponsored training and development on the engagement and productivity of academic staff in the Federal Polytechnic Ado-Ekiti.

#### Methodology:

Four specific research objectives were stated, and while the quantitative research design was employed, collection of data was done from the primary source with the aid of expert-validated questionnaires. Data analysis was carried out using both descriptive (simple percentage and bar charts) as well as inferential statistics (correlation and regression analysis technique).

#### Findings:

The study revealed that TETFund-sponsored training and development, both by conference attendance and academic degree significantly enhanced staff motivation and loyalty while facilitating increased number and quality of research output conducted and published, and hence, strongly stimulated academic staff engagement and productivity among the academic staff of Federal Polytechnic, Ado-Ekiti.

#### Implication:

The implication of this is that trained academic staff via TETFund-sponsored training and development are strongly committed, motivated and dedicated to their jobs and better equipped to deliver and conduct high quality lectures and research.

## INTRODUCTION

Under the Education Trust Fund, the Tertiary Education Trust Fund (TETFund) is an intervening agency designed to help tertiary institutions with staff development, infrastructure provision, and raising educational standards (Nduagu & Saidu, 2021). Over the years, the Nigerian government has failed to satisfy the proposal of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) that the education sector get 26% of the local budget. Additionally, no nation's tertiary education system can match the caliber of its people capital and teaching and learning infrastructure. This gap led to the creation of the TETFund in order to address the threat of inadequate funding and the deterioration of human capital training and development in Nigerian tertiary institutions (Larry & Joseph, 2014). Long after creation of TETFUND, several institutions, including the Federal Polytechnic Ad-Ekiti have benefited from this scheme; nevertheless, how the beneficiaries of this scheme have fared, sequel to their training and development by TETFUND continues to beckon on empirical investigations especially, as no such investigation has happened in the context of the Federal Polytechnic Ad-Ekiti. Hence, the effect of TETFUND-sponsored training and development needs empirical investigation to reveal how it influences the engagement and productivity of staff.

Employee training and development has drawn significant interest from both public and commercial researchers throughout the years due to its priceless benefits for employee engagement and organizational productivity; studies by Sardar, Rahrnan, Asad et al (2011), Nduagu and Saidu (2021), Abubakar, Musa and Muhammad (2019), Makinde, Tayo and Olaniyan (2018) Akomolafe and Fawziyah (2019), Kolawole (2019) and

host of other scholars have been conducted in the areas of training and development in relation to employees' engagement and productivity, especially in academic institutions. However, no existing study to the best of researcher's knowledge has been found linking training and development sponsored by TETFund to employee's engagement and productivity in Federal Polytechnic, Ado-Ekiti, Ekit State Nigeria., even though same institution has been a beneficiary of TETFund interventions since inception to date. Unless the TETFund-sponsored training is empirically evaluated with respect to the engagement and productivity of the beneficiaries, it would be difficult for the management of federal Polytechnic Ado-Ekiti to conclude scientifically that her academic staff are better equipped with needed skills and knowledge that make them make them adequately engaged and productive in their line of duties; in the same manner, the TETFund as a body would equally find it hard to make a categorical statement that the objective behind establishment of TETFund has been accomplished and neither can they understand where improvement needs to be made if this study is not carried out across the beneficiary institutions in Nigeria. It therefore, becomes imperative to carry out the proposed study to empirically evaluate the academic staff who has benefitted from TETFund-sponsored training and development programmes in Federal Polytechnic Ado-Ekiti so as to establish the extent to which their engagement and productivity on their jobs have been

Moreover, the various existing studies have either focused on TETFund-sponsored training and development in relation to either employee's engagement or productivity or performance (Kolawole, 2019; Yusuf, Aminu, Adeogun & Bagava, 2020; Aminu & Aminu, 2018; Oyigbenu, 2020; Abubakar, Musa & Muhammad, 2019; Yusuf, Akwe & Ahmadu, 2020), there are currently no studies that have looked at the impact of training and development funded by the TETFund on staff engagement and productivity together. While Eneasator, Azubuike, and Orji (2019) examined the relationship between the productivity and performance of academic staff members in Nigeria and the efforts made by the Tertiary Education Trust Fund to develop manpower, their study was conducted in colleges of education rather than Federal Polytechnic Ado-Ekiti. When finished, the proposed study will be unique since it will look at how TETFund-sponsored training and development affects both staff engagement and productivity at Federal Polytechnic, Ado-Ekiti. Regarding the impact of training and development on worker engagement or productivity, there are still contradictory results in the literature.

For instance, Paul and Audu (2019) came to the conclusion that there is a strong correlation between education and employee performance and that training benefits both the employee and the business by improving employee expertise, skills, capacity, competencies, and conduct. Philips (2006), however, contended that poor employee performance is not always the result of a lack of basic training. They stated that they wish to determine whether a problem may be resolved through education. When workers don't perform their tasks well, it's frequently expected that education will make them more traditional, but this isn't always the case. He used the fact that training is less effective for problems arising from an employee's lack of enthusiasm or interest in the task to bolster his claim. Though he acknowledged that education can provide remarkable changes in a company, Daniels (2010) argued that education is not a panacea because it cannot solve fundamental issues like insufficient capitalization or a product line that doesn't satisfy customers. Conversely, Adeniji (2002) argues that employee development and training lowers employee turnover and promotes goal congruency, whereas inadequate education and training would result in higher absenteeism rates, poor output, negative effects, and high unit costs. The proposed study would therefore help to resolve some of the conflicting positions and results that abound in the literature when it is completed and add to the body of knowledge in the literature. This is in addition revealing if the staff that have undergone TETFUND-sponsored training and development are more productive and better engaged sequel to their privileged sponsorship by TETFUND.

This section presents insights into the basic concepts and theories underpinning the proposed study as well as a review of what the existing authors have done empirically with respect to TETFund-sponsored training and development as related to employee's engagement and productivity in Nigeria.

**Conceptual Clarifications, Tertiary Education Trust Fund (TETFUND).** According to Aminu and Aminu (2018), the Tertiary Education Trust Fund (TETFUND) is an intervention agency under the Education Trust Fund that was created to help all tertiary institutions in Nigeria grow by providing infrastructure and manpower training and development. This was done in an effort to stop the educational sector's financial crisis. The Education Trust Fund (ETF), which was first created in 1993, changed its name to the TETFund, which was created in 2011 (Ogunde, 2011). The TETFund previously received funding from 2% of the assessable profits of all Nigerian-incorporated businesses; however, the Finance Act of 2021 raised this to 2.5%, ostensibly to boost the amount of money available for the organization to build on its current accomplishments.

In addition, the Act gives the Federal Inland Revenue Services (FIRS) the authority to determine and collect education taxes, claim Aminu and Aminu (2018). The fund manages the Act's tax and distributes the proceeds to federal and state postsecondary educational institutions. Additionally, it keeps an eye on the projects that are carried out using the money given to the recipients. It accomplishes this by funding the construction of educational facilities and infrastructure, encouraging original and creative approaches to learning and services, and stimulating, assisting, and boosting improvement initiatives in educational foundation areas such as teacher preparation, instructional strategies, library development, etc. supporting new literacy initiatives in the fields of technology literacy and scientific information.

The institution has been in charge of providing the required resources as an intervention agency to guarantee that the goals of the nation's public tertiary institutions are fulfilled. Despite being a new organization, the TETFUND has an impact on almost all of the nation's colleges of education, universities, and polytechnics. This body's main goal is to make sure that the nation's postsecondary education can compete effectively with that of other universities on the continent and beyond. According to Adamu, Ogu, and Adbullahi (2020), the TETFund has been in charge of allocating intervention funding to Nigeria's numerous public higher education institutions. This covers colleges of education, universities, polytechnics, and other educational institutions. The agency's primary responsibility has been to distribute and oversee funds throughout the nation's postsecondary schools, even if they are also in charge of paying other lower levels of education (Ogunde, 2011).

Onyeizugbe et al (2016) state that in order for beneficiaries to be eligible for the TETFund for Academic Staff Training and Development program, they must have fulfilled the following requirements: be proposed by the recipient's organizational body via the Staff Development Committee or AST & D Committee, as applicable; filled-out TETFund AST & D Nomination Form, duly signed by the vice chancellor, dean of faculty, head of department, rector, or provost of the beneficiary institution; submitted his or her curriculum vitae; submitted a duly filled-out, signed, and stamped bond for the beneficiary institution where he or she works as a teacher; and submitted his or her bank details, i.e., Official Salary Pay Point.

In addition, TETFund places a high priority on manpower training and development, and a sizable sum is allocated each year to accomplish this goal. According to Asaba (2021), for example, the TETFund's overall budget in 2021 alone was approximately N300 billion. This meant that each university would receive approximately N900 million in funding, each polytechnic would receive over N800 million, and the remaining N700 million would be allocated to education colleges. He added that there are roughly 226 postsecondary institutions accessible for the training and development of academic personnel; as a result, in 2021, each university would receive almost N150 million, while polytechnics and education colleges will receive N120 million.

**Staff Training and Development.** According to Paul and Audu (2019), employees are the most precious resource in any society or organization since they have the power to make or ruin a business's or organization's reputation and have a negative impact on profitability or the achievement of objectives. Employees are frequently in charge of the substantial amount of labor that needs to be done, client pleasure, and the caliber of events, goods, and services. Employees, both new and experienced, do not acquire the knowledge and develop the skill sets required to perform their professions to the best of their abilities without adequate training. Workers who receive the right training typically stay in their positions longer than those who do not. Employees lack a firm grasp of

their responsibilities in the absence of training. Plans that give employees knowledge, new abilities, or chances for professional growth are referred to as employee training. Therefore, according to Asaju (2008), effective training plans are necessary to increase employees' desired knowledge, skills, and abilities so they may perform successfully on the job. These plans may also have an impact on employee motivation and commitment.

According to Adelere (2017), who cited Philips et al. (1964), training is a process whereby an organization works to develop in its employees the knowledge, skills, and attitudes that will maximize their current and future productivity and the effectiveness of the business's operations as a whole. The goal of training, a type of specialized education, is to equip the learner with the specific knowledge, abilities, and mindset needed to succeed in a particular role. A worker with specialized education and training is prepared for greater responsibilities through specific programs that are the focus of development (Onasanya, 2006).

The organized organizational efforts or activities designed to assist an employee in acquiring certain and immediately applicable skills, information, ideas, altitude, and behaviors to enable him or her to perform more efficiently and effectively on his or her current job are referred to as training according to Peretomode et al. (2001). This supports the claims made by Sheeba and Christopher (2020) that every work performed by humans requires skills and current knowledge to be completed effectively and efficiently, and that training and development are necessary as jobs and tasks get more complex and difficult. For an organization to survive, its employees must have access to T&D. According to Oyeniya (2000), training is a specialized procedure that teaches people how to carry out straightforward activities of various complexity and develop required job behaviors. However, Kraak (2005) views training as a type of intentional, methodical interest that results in a higher level of ability, knowledge, and competency that may be required to execute paintings efficiently.

According to the aforementioned definitions, training is a systematic process that helps people learn and develop their knowledge and abilities for a specific goal. It is also an ongoing process that helps employees operate at a high level. Accordingly, training is a process that increases human efficiency by giving workers the chance to learn new skills and up-to-date information needed to perform a variety of specialized activities at work. According to Jehanzeb and Bashir (2013), employees are a company's most valuable asset, and their performance determines whether the business succeeds or fails. Additionally, academic staff members are the backbone of academic operations, and their primary responsibility is to disseminate knowledge.

**Benefits and Dimensions of TETFund Staff Training and Development.** The following are common benefits of employee training and development, according to Nassazi (2013):

Because people can cut waste, it decreases manufacturing costs; it boosts staff enthusiasm, confidence, and morale; It fosters a feeling of stability, which lowers absenteeism and turnover; By giving workers the skills they need to adapt to novel and difficult circumstances, it boosts their engagement in the process of change; it creates opportunities for advancement, recognition, and increased compensation; and it aids the company in enhancing the caliber and availability of its workforce.

In addition, Paul and Audu (2019) assert that training is a crucial instrument for the company to restructure all employees' operations for the organization's success and expansion (Svenja, 2007). It benefits an organization's employees as well as its employers. This is due to the fact that an employee who receives quality coaching will become more productive and efficient. By providing careful training and development opportunities, organizations can enhance and raise the caliber of their current workforce. By helping employees understand the significance of their work and providing them with the information they need to do it, training is crucial for both boosting productivity and motivating them (Herman & Kurt, 2016). Increased motivation, improved job satisfaction and morale, raised process efficiencies that yield financial gain, increased ability to adopt new technologies and methods, increased innovation in strategies and products, and decreased employee turnover are all overall advantages of employee training.

Wright and Geroy (2001), referenced in Paul and Audu (2019), support Adenrele (2017) and point out that effective training programs facilitate the exchange of worker competencies. It not only enhances employees' ability



to conduct modern business successfully, but it also enhances their knowledge, skills, and attitude—all of which are critical for future endeavors—thus promoting improved organizational general performance. Employee skills are strengthened through education, enabling them to carry out work-related tasks efficiently and aggressively achieve company objectives. However, employee satisfaction, court cases, absenteeism, and turnover may all be considerably reduced when staff members are so well-educated that they can enjoy the immediate joy of success and the awareness that they are developing their innate potential (Kim, 2006).

In addition, Onichakwe (2013) thinks that employees gain better career competencies as a result of training and development funded by the TETFund. This is due to the fact that the employee training and development program offers numerous advantages to employees. They acquire the technical and soft skills needed for their positions. Additionally, he thinks that employees get satisfaction from TETFund training since they will not feel anything for their organizations if they perceive that they are not important to them (Garger 1999). Aligning with the foregoing submission, according to Wilson (2000), businesses who offer their staff training and development initiatives see high employee satisfaction and minimal employee turnover. Rosenwald (2000) supports this by stating that training and development improve an organization's dependability because workers understand the investment their company is making in their future careers. On dimensions of TETFund staff training and development, Nasazzi (2013) comes up with the following:

**Conferences.** Several people present to a large audience as part of a training and development technique. Since a number of employees receive training on a certain subject simultaneously in front of huge crowds, it is more economical. This approach, however, has drawbacks because it is difficult to guarantee that each trainee comprehends the subject matter as a whole; not all trainees follow along at the same rate during training sessions; attention may be drawn to specific trainees who appear to grasp the material more quickly than others, which could result in undertraining of other people. Additionally, workshops, seminars, conferences, and in-service training were all appropriate and successful staff training approaches that were improperly administered, according to Oyigbenu (2020). Additionally, a strong correlation between employee performance and training was found.

Academic staff members are occasionally sponsored to attend conferences both domestically and abroad through the TETFund, which is supposed to enhance their research abilities and knowledge as well as boost their confidence in their ability to transfer the knowledge and skills they have gained while performing their jobs. According to Aondofa (2021), the TETFund has supported more than sixty-eight (68,000) academic and non-academic staff members of public tertiary institutions to attend conferences both domestically and internationally in an effort to increase human capacity in the beneficiary institutions. According to EduCeleb (2021), which supports the aforementioned, the Fund has sponsored an estimated 17,121 academic staff members from all tertiary institutions in the nation to attend conferences abroad. Additionally, 4,459 non-academic staff members from public higher education institutions received benefits from the same funding.

He said that the Fund also provided sponsorship for more than 17,410 academic staff members to attend national conferences, and for around 28,660 non-academic staff members to attend national conferences or seminars at various beneficiary tertiary institutions. Therefore, between 2011 and 2021, the Fund has supported 67,650 academic and non-academic employees of public tertiary institutions to attend conferences both domestically and abroad.

**Formal Academic Training and Development.** According to Olaniyan and Ojo (2008), this is a theoretical and practical teaching process that can be carried out inside or outside of an organization. The term "in-house training" refers to training that takes place within an organization. Universities, polytechnics, and professional institutes are examples of professional training settings where off-site training is conducted. Academic staff at all public tertiary institutions in Nigeria, including Federal Polytechnic, Ado-Ekiti, are sponsored by the TETFund, an intervention agency. According to the TETFUND Act of 2011, this is a component of the TETFund body's primary mandate. This kind of instruction is intended for individuals who want to pursue post-graduate studies at universities, such as master's and doctoral degrees, at public higher education institutions in

Nigeria. This kind of approach to training and development is called a reactive technique, as explained by Vinesh (2014), because it is characterized as reactionary and typically involves the tactical delivery of technical skills in classroom settings, where training is viewed as an event-oriented activity.

Furthermore, according to TETFUND (2022), local sponsorship for Ph.D. programs in science-based fields costs N1,500,000.00 annually, whilst other fields cost N1,200,000.00. Similarly, N1,500,000.00 is sponsored for master's degrees in science-based fields, while N1,200,000.00 is sponsored for other fields. A nominee must be a full-time Nigerian academic staff member employed by a beneficiary institution and nominated by it in order to be eligible for a TETFund scholarship under its intervention. They must also have obtained admission to any university that meets the requirements in "B" above for a full-time program of study as outlined in "A" above; A nominee for a doctorate scholarship who has received the Fund's scholarship for a master's degree must have completed the bond period for the master's degree before applying to be funded for the doctorate study; they must not be applying to pursue a second master's degree or a second doctorate; they must be bonded by the institution; they must not be receiving any other scholarships; and they must present proof of medical physical wellness from a public hospital rather than a health center.

As part of efforts to increase the country's capacity, skill, and manpower, the Tertiary Education Trust Fund (TETFund) has sponsored a total of 15,119 lecturers for doctorate degree programs and 12,264 for master's programs both domestically and abroad in the last ten years, according to EduCeleb (2021). They clarified that between 2011 and 2020, more than 10,632 lecturers nationwide were financed in local Ph.D. programs, and more than 9,072 lecturers were sponsored in local Master's programs. During the same time span, the Fund has also supported more than 3,192 Master's degree candidates and more than 4,485 professors to pursue Ph.D. programs at foreign tertiary institutions. Given the aforementioned, it is essential to assess how this TETFund-sponsored academic training affects recipient employees' productivity and level of engagement, particularly with regard to Federal Polytechnic Ado-Ekiti.

**Employees' Engagement.** In line with the submission of Yusuf, Aminu, Adeogun, and Bagava's (2020) submission, the term "employee engagement" was considered to be broad, encompassing different types of engagement (such as psychological state engagement, behavioral engagement, and traits engagement), each of which requires a different concept. For example, "proactive personality (traits engagement), involvement (psychological state engagement), and organizational citizenship behavior (behavioral engagement)" (Macey and Schneider, 2008). Engagement is the conversion of employee potential into performance and career success, according to Shaw (2005). Feelings of emotional vitality and strength at work are known as engagement (Shirom, 2003). According to Nasidi, Makera, Kammarudeen, and Jemaku (2019), the work environment does not influence employee engagement outcomes.

Soane et al. (2012) established a model of employee engagement that is composed of three elements: work-role focus, activation, and positive effect. Initiative, loyalty, effectiveness, identification, and commitment are the five aspects that make up the conception of employee engagement, according to Xiao and Duan (2014). With the goal of analyzing the effects of TETFund-sponsored academic staff training and development on these metrics, this study measured a number of constructs, including employee engagement, loyalty, motivation, commitment to duty, and self-esteem in a bid to assess the effect of TETFund-sponsored training and development on staff engagement in Federal Polytechnic Ado-Ekiti, Ekiti State Nigeria.

**Employees' Productivity.** According to Pitfield (2012), as cited in Eneasator, Azubuike, and Orji (2019), productivity is defined as doing things correctly, manufacturing more with less input, producing more with the same input, being on time and prompt, getting rid of waste in all its forms, justifying one's compensation, improving all facets of life, producing more and more of higher quality, and being more upbeat and dedicated to achieving objectives. A metric derived from input/output analysis is productivity. However, experts disagree about what makes an individual or organization productive and how to measure it, particularly since services like the educational system are intangible. According to Pitfield (2012), it makes sense that productivity measures show

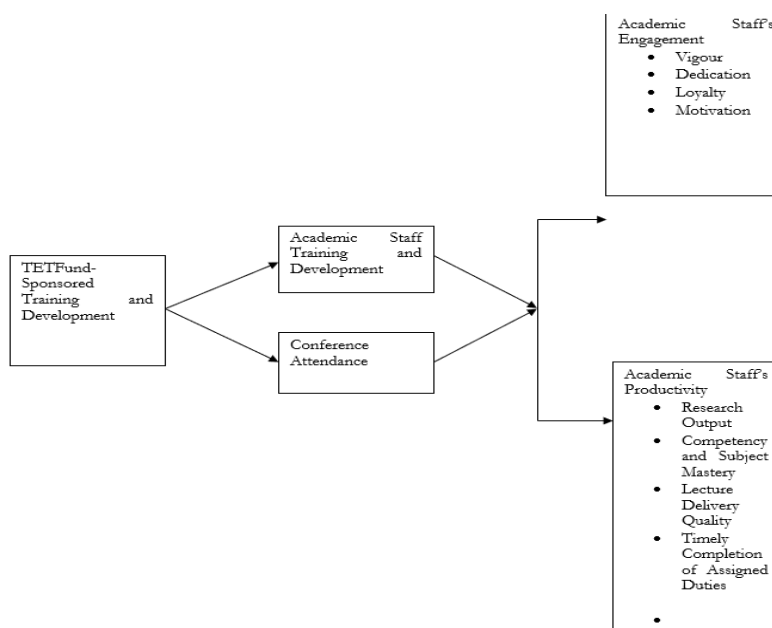
how quickly various businesses are growing in strength to meet their goals and guarantee that customers receive goods and services in good quality, at reasonable costs, and on time.

According to Uyeri (2016), the productivity of academic staff members can be characterized by their published and unpublished research discoveries. It makes sense that while some professors have benefited from government or institution support, many have engaged in self-sponsored staff development programs. Attitude shifts, such as being on time for class, handling tasks objectively, demonstrating better pedagogical skills, being able to explain concepts clearly during lectures, being proactive in research and contributing articles to advance his field's literature, being efficient and effective in assessment and releasing student results, etc., are other indicators of a lecturer's productivity. Additionally, it can be evaluated based on how well students succeed academically in the classes he teaches.

Eneasator, Azubuike, and Orji (2019) state that if a professor is appointed as the chairman of a committee, the results of the tasks the committee is given can be used to gauge the lecturer's level of productivity. At the same time, productivity can be assessed on an individual, organizational, and national level. In a nutshell, productivity measures how well people and/or organizations perform in respect to tasks and goals. Efficiency is the capacity of an individual or organization to accomplish a goal within a specified time frame. In this sense, lecturers who accomplish the intended outcomes faster than others can be seen as more productive.

One of the key factors influencing academicians' productivity is the publication of their research findings. Through oral presentations at conferences, workshops, and seminars, or by informing others about journal publications, theses, dissertations, reports, or books, the researcher shares his results (Aminu & Aminu, 2018). They go on to say that fresh facts and information are the results of research and scholarship and are shared with the academic community through scholarly publications. The world's engineering growth, progress, development, and unimproved civilization are continuously changing due to the knowledge they provide. Academic organizations were established to promote communication among their members because, according to Besimoglu (2007), the publication of research findings represents a crucial relationship between the communication domains and academic awards.

**Conceptual Framework.**



*Source: Author's Design (2025)*

**Figure 1.** Framework describing the relationship between Training and Development and Employees' Engagement and Productivity

**Theoretical Underpinning, Human Capital Theory.** The theory of human capital is rooted from the field of macroeconomic development theory (Schultz, 1961). The human capital theory suggests that individuals and society derive economic benefits from investments in people (Sweetland, 1996). The human capital theory as propounded by early economists constitutes the theoretical root for the current study to examine the relevance of investing in human resources. The origin of human capital goes back to the emergence of classical economics in 1776 (Perryman & Hayday, 2004). Human capital theory rests on the assumption that formal education is highly instrumental and necessary to improve the productive capacity of a population. In short, human capital theorists argue that an educated population is a productive population. According to Olaniyan & Okemakinde, (2008), human capital theory underscores the relevance of education in increasing the productivity and efficiency of workers because the level of capability is enhanced by education investment. Investing in formal education is a way of investing in human capital (Woodhall, 1987). The theory assumes that investment in human will lead to better education and health care, it also lead to higher economic output (Oppong, 2017).

According to Olaniyan and Okemakinde (2008) who based their argument upon the work of Sakamoto and Powers (1995) and Psacharopoulos and Woodhall (1997), human capital theory rests on the assumption that formal education is highly instrumental and even necessary to improve the production capacity of a population (Almendarez, 2011). HCT believes that an educated population is a productive population (Obih & Akamike, n.d.). Dae-Bong (2009) highlighted three ways of classifying human capital. The first is the individual aspect, the second is the human capital and the third is the production-oriented view. Sheffin (2013) in considering these three views, especially the production orientation, described human capital as the „stock of skills and knowledge“ which is required to produce economic value. Therefore, this study believes according to this theory that when adequate investment has been made in developing human capital, there would be corresponding engagement and productivity on the part of the trained staff.

**Empirical Review.** Aminu and Aminu (2018) assessed how the TETFUND intervention affected the academic staff's performance at Borno State's Ramat Polytechnic Maiduguri. Using a survey approach and a questionnaire instrument, the study gathered data, which was then analyzed using both descriptive and regression analytical techniques. Accordingly, the study found that the academic staff's performance in terms of their research output is greatly and favorably enhanced by the research funding they obtained from TETFund. Accordingly, the study recommended that TETFUND regularly provide additional research grants to academic personnel who provide publications by the deadline.

The impact of TETFund interventions on staff and infrastructure development in Abia State, Nigeria, was experimentally evaluated by Nduagu and Saidu (2021). The study used a cross-sectional survey approach and a sample of 365 employees selected from a total of 6,280 people from four public tertiary institutions in Abia State that have benefited from TETFund interventions. The study created and distributed questionnaires that were statistically analyzed using Analysis of Variance. The results clearly demonstrated that the TETFund intervention has had a positive and significant impact on infrastructure improvement and staff development, which has raised the standard of tertiary education in Abia State.

Oyigbenu (2020) evaluated how employee training affected the academic staff's performance at a few Nasarawa State tertiary institutions. Four hundred and fifteen (415) respondents were given questionnaires as part of the survey method of data collecting utilized in this study. The results of the data analysis, which was conducted using the chi-square statistical tool, showed that some of the primary factors that have been negatively affecting the quality of staff training over the years include high training costs and inadequate funding, negative attitudes



and behaviors of academic staff toward training, poor planning and implementation, technological innovation and creativity, poor budgetary provision, and improper consideration when choosing training needs.

The impact of the Tertiary Education Trust Fund's workforce development initiatives on the performance and productivity of academic staff members at Nigerian educational institutions was investigated by Eneasator, Azubuikwe, and Orji (2019). It was determined with evidence of statistical significance that academic staff members in colleges of education did not fully utilize the staff development programs available after a descriptive survey research design was adopted, a sample size of 5,802 was selected from among Nigeria's 140 colleges of education, and data was analyzed using descriptive and Chi-square (X<sup>2</sup>) approaches. Additionally, substantial evidence was gathered to demonstrate that TETFund-sponsored academic staff training programs had an impact on the efficiency and effectiveness of academic staff members in Nigerian education colleges.

Abubakar, Musa, and Muhammad (2019) investigated how the interventions of the Tertiary Education Trust Fund affected the development and training of staff in institutions located in the northwest region of Nigeria. In order to choose a sample of 423 academics from the entire population of 1,241 lecturers, the study employed a survey research strategy. Frequency and simple percentage were used to analyze the data, and the results demonstrated that the TETFund's intervention on staff training and development has allowed staff members at tertiary institutions in North-West Nigeria to earn more advanced degrees. Additionally, staff members' attendance at TETFund-sponsored conferences has helped them update their skills. On the basis of the aforementioned, it was recommended that more academic personnel be allocated and sponsored for educational training and conference participation.

The effect of TetFund interventions on the development of human capital at the Federal Polytechnics in North Western Nigeria was assessed by Yusuf, Akwe, and Ahmadu (2020). 291 out of approximately 1,162 beneficiaries—the total population selected from Kaduna Polytechnic and Hussaini Adamu Federal Polytechnic Kazaure—were sampled for the study utilizing a survey research approach. The results of the descriptive and Chi-Square (X<sup>2</sup>) statistical analyses revealed a strong correlation between TetFund activities and the growth of human capital at North Western Polytechnics.

The training of academic staff and the difficulties in obtaining TETFund in Southwest Nigerian universities were investigated by Akomolafe and Fawziyah (2019). Using basic random and stratified sampling approaches, five hundred (500) instructors were selected from the five (5) institutions in southwest Nigeria. Questionnaires were used to gather data, and descriptive statistics were used to analyze the results. Although the academic staff members' perceptions of the difficulties they faced varied, the survey discovered that there were numerous obstacles preventing them from accessing the TETFund. Furthermore, based on administrative experience, it was found that there was no discernible difference in how the difficulties with TETFund accessibility for academic staff training were perceived. Based on this information, it was determined that the academic staff training at Southwest Nigerian universities is primarily to blame for the difficulties in obtaining the TETFund.

The effect of the Tertiary Education Trust Fund (TETFund) intervention on the training and development of academic staff at South East Public Universities was examined by Ezekwe and Ani (2024). Ex-post facto research design was used. Annual time series data from secondary sources were used in the study. The Education Support Service, TETFund Abuja, provided the study's data. With the use of models that were estimated using the ordinary least squares method, the data was analyzed using R2 software. The study's statistical findings showed that the Tertiary Education Trust Fund's (TETFund) engagement in academic staff development and training for successful teaching at South East Public Universities had a major influence; Second, the study found that the competency of academic staff at the beneficiary universities is positively impacted by the Tertiary Education Trust Fund's (TETFund) investment in human capacity building. The findings' implications suggested that a lack of staff training and development would have an impact on performance, potentially endangering professional skills, innovation, and knowledge in higher education. TETFund and universities in South Eastern Nigeria should provide sufficient state-of-the-art facilities that will encourage innovative thinking and creativity in modern

teaching and research skills for learners. The study concluded that academic staffs are probable to gain additional skills and knowledge as well as the ability to face teaching and research competitively through TETFund training.

The effect of the Tertiary Education Trust Fund (TETFUND) on the development of tertiary education in Nigeria was examined by Ogunode (2024). Secondary data was used in the paper. Both print and internet publications provided the data. The study came to the conclusion that the Tertiary Education Trust Fund (TETFUND) has made significant contributions to the growth of research programs, human resources, and infrastructure facilities. It has also stepped in to provide funding for the management of tertiary education in Nigeria. The study recommended that the Tertiary Education Trust Fund (TETFUND) open offices in each of Nigeria's six geopolitical zones in order to facilitate effective and efficient operations in tertiary institutions. ASUU, ASUP, and ASUCOE, three more tertiary education stakeholders, ought to be included in the funds' administration. In order to generate additional revenue for the infrastructure development of Nigeria's higher institutions, the higher Education Trust Fund (TETFUND) ought to invest a portion of its funds.

Alhassan and Mustapha (2024) evaluated how training and development affected Federal Polytechnic Nasarawa employees' performance. Examining the effects of development and training on employee performance at Federal Polytechnic Nasarawa, investigating the connection between training and development and employee performance, and suggesting tactics for enhancing employee training and development for improved performance were among the specific goals of the study. In order to collect primary data from Federal Polytechnic Nasarawa's teaching and non-teaching staff, the researchers created a descriptive survey. This was accomplished by administering questionnaires to the respondents. Structural Equation Modeling (SEM) was used to further evaluate the data. The study's findings showed that employee performance at Federal Polytechnic Nasarawa was statistically impacted by training and development. The results suggest that it is impossible to overstate the benefits of various training and development methods. Therefore, it was suggested that educational institutions prioritize various training and development programs for their staff in order to improve their effectiveness and efficiency.

In order to determine the effects of academic staff training on staff productivity, timeliness, and job quality, Paul and Audu (2019) looked at how academic staff training affected employee performance in a few chosen Federal Polytechnics in Nigeria. A standardized, closed-ended questionnaire with a 5-point Likert scale was used to collect the data. Two hundred and twenty (220) copies of the questionnaire were distributed using stratified random sampling to roughly seven (7) randomly chosen federal Polytechnics schools, including the Polytechnic library unit. Both ANOVA and the ordinary least square regression approach were used for the analysis. According to the study, training for academic staff improved job quality and timeliness in service delivery while also having a major impact on employee productivity.

Adelere (2017) used a survey research approach to collect data via questionnaires in order to investigate the impact of staff training and development on organizational performance in Nigeria. The study used a sample size of 120 employees of the Nigerian Bottling Company Plc, but only 116, or 96.7%, of the completed questionnaires were recovered and subjected to regression analysis. The results of the study demonstrated a significant positive correlation between productivity at work and employee development and training, indicating that the organizational productivity is dependent on staff training and development.

The impact of Tertiary TETFund activities on the training and development of academic staff at North-West Nigerian University was assessed by Shuaib and Abuhuraira (2024). Examining TETFund initiatives on the training and development of lecturers at a few North-West universities is one of the study's goals. The theoretical foundation used was Samuelson's Public Goods Theory (1994). The study used a survey research design, with questionnaires serving as the main means of gathering data. With the help of the Statistical Package for Social Science (SPSS), the data was displayed as a simple percentages. The hypothesis was tested using an ordinary regression analysis.

The study's conclusions showed a strong favorable correlation between the TETFund intervention and the academic staff development and training of North-West universities. The null hypothesis, according to which

Tetfund has no discernible impact on the training and development of academic staff, was disproved. According to the survey, TETFund ought to step up its efforts to support academic training and development for employees in North West universities. In order to make learning friendly and standard for both teaching professionals and students to meet their learning objectives, training is a crucial component in improving academic performance.

Iorkpiligh et al. (2024) concentrated on how the Tertiary Education Trust Fund affected the training of academic staff in Benue State's higher education institutions. For this study, 155 academic employees from five Benue State educational institutions were sampled. The research design used in the study was a descriptive survey. A well-crafted questionnaire was employed as the data collection tool. Chi-square was used in the analysis to test the hypotheses. Frequencies and percentages were used to analyze the gathered data. The study's findings demonstrated that TETFund training and development interventions significantly influence the enhanced abilities and growth of tertiary institution employees. Research and academic development in postsecondary institutions are greatly impacted by TETFund funding of academic personnel to conferences and workshops. The results showed a connection between TETFund and the training and development of academic staff at tertiary institutions in Benue State. Additionally, there is a connection between the research output of academic staff at Benue State's higher institutions and the TETFund. According to the findings, the TETFund should raise the present amount allotted for academic staff training in light of the current economic climate and eliminate or minimize the bureaucratic procedures associated with fund access to facilitate fund evaluation.

The impact of education and training on the productivity of academic staff at Kano State Polytechnic in Nigeria was examined by Abdullahi<sup>1</sup>, Lawan, and Ibrahim (2018). A total of 590 academic staff members from the institutions participated in the study, and 233 copies of questionnaires were distributed to them in order to gather and analyze data using a quantitative and causal research design. The data was analyzed using the multiple regression method, and the findings showed that the academic staff at Kano State Polytechnic in Nigeria was significantly and favorably impacted by the training approach, training design, and training delivery style.

## METHODS

**Research Design.** In order to measure the impact of TETFund-sponsored training and development (the independent variable) on academic staff members' engagement and productivity (the dependent variables), quantitative data were gathered for the proposed study, which used a survey research strategy and a quantitative research design. Additionally, the researcher used a deductive approach to this study and examined theoretical hypotheses in order to compare them with the empirical findings.

**Study Area.** Through the TETFund intervention program, the study will be conducted in the field of academic staff capacity building and human resources development at Federal Polytechnic Ado-Ekiti, Ekiti State. This sector is crucial since people are the organization's most precious resource, and their performance determines whether the business succeeds or fails. Training programs allow businesses to prioritize the knowledge, skills, and abilities of their workforce (Ipe, 2003). Because of the importance of employee training, Abdullahi, Lawan, and Ibrahim (2018) elaborate that workers are a very valuable and costly resource for any company.

**Sample Size and Sampling Technique.** The survey covered all the academic staff of Federal Polytechnic Ado-Ekiti who must have benefited from and completed TETFund-sponsored academic training and development as well as conference attendance. According to Staff Training and Development Unit of Federal Polytechnic Ado-Ekiti, about 1,077 staff, comprising of 600 staff trained on various degree programmes while the capacities of about 477 have been enhanced via sponsored conferences. Hence, both purposive and judgemental sampling techniques were employed to select the respondents from the study population; this approach is efficient in maximizing the required time and permit flexibility obtaining data only from the respondents suitable for the purpose of the study (Kolawole, 2017; Saunders, Lewis & Thornhill, 2009). However, where there was a larger population than the study can handle, the sample size was determined according to the method developed by Taro Yamane in 1967 as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n = sample size

N = total population in the target company

1 = constant

e = error terms (5%)

$$n = \frac{1077}{1 + 1077(0.05)^2}$$

$$n = \frac{1077}{1 + 2.26925}$$

$$n = \frac{1077}{3.6925}$$

$$n = 292$$

**Method of Data Collection.** Given that the proposed study adopted survey strategy, data were collected from the primary source with the aid questionnaire designed purposely for the study. This method entails the administration of questionnaire to obtain needed data on TETFund-sponsored training and development and academic staff engagement and productivity in Federal Polytechnic, Ado-Ekiti, Ekiti State. the choice of questionnaire was due to its ability to elicit information directly from the respondent first-hand and the preservation of the respondent' identity, as well as its efficiency in the collection of only the data relevant to the objective of the study. Furthermore, to efficiently and ease of analysis, the study made use of five-point Likert Scale questionnaire structure. The questionnaire was divided into three parts namely: Part 'A' which collects the bio-data information of the respondents academic staff; Part 'B' which contains five (5) critically probing questions on the effect of TETFund-sponsored academic degree training and development on academic staff engagement in Federal Polytechnic, Ado-Ekiti; Part 'C' which contains five (5) critically probing questions on the effect of TETFund-sponsored academic degree training and development on academic staff productivity in Federal Polytechnic, Ado-Ekiti; Part 'D' which contains five (5) critically probing questions on the effect of TETFund-sponsored academic conference training and development on academic staff engagement in Federal Polytechnic, Ado-Ekiti Part 'E' equally have five (5) questions probing the effect of TETFund-sponsored academic conference training and development on academic staff productivity in Federal Polytechnic, Ado-Ekiti. The study's research questions and objectives were measured by assigning a grade of 5, 4, 3, 2, and 1 to each of the five options that respondents were asked to select: strongly agree, agree, neutral, strongly disagree, and disagree.

**Validation of Instrument for the Study.** Three (3) research experts from the Department of Mathematics and Statistics at Obafemi Awolowo University in Ile-Ife, Osun State; the Personnel/Human Resources Philip Consulting Firm in Ikeja, Lagos State; and the Department of Educational Psychology at Ekiti State University in Ekiti State were asked to certify, in terms of face and content validity, copies of the structured questionnaire created for the proposed study and titled "Effect of TETFund-sponsored Training and Development on Academic Staff

Engagement and Productivity in Nigeria (ETTDASEP)." Thus, the final version of the questionnaire was produced with improved quality thanks to their views, changes, and recommendations.

**Reliability of Instrument for the Study.** The study calculated the reliability test for the used questionnaire using the test-retest method. Therefore, the instrument was given at random to fifty (50) lecturers at Federal Polytechnic, Ado-Ekiti by the researchers. After three weeks, the same fifty (50) lecturers were given the surveys again after they had been copied. The responses were then compiled, arranged, and subjected to Pearson Product Moment Correlation analysis. This approach was employed and found to be effective and satisfying by Kolawole (2019) and Salman (2015).

**Administration of Instrument.** In order to distribute the questionnaires throughout each department of the Federal Polytechnic, Ado-Ekiti, the study hired five (5) Research Assistants who received orientation regarding the study's goals and training on the ethical considerations of approaching and interacting with respondents. By waiting patiently for the respondent to complete the questionnaire and then promptly retrieving them, the research assistants employed the "wait and get strategy." This improved the quality of the study's output and raised the response rate.

**Methods of Data Analysis.** Using both descriptive and inferential statistics, the data gathered from the survey participants was analyzed. In particular, kurtosis, skewness, mean, standard deviation, and percentages were used to characterize the type of data that was gathered. Pearson Goods A moment While the multiple regression technique was used to determine the strength of the relationship between TETFund-sponsored training and development (the independent or explanatory variables) and academic staff engagement and productivity (the dependent or endogenous variable) in the context of Federal Polytechnic, Ado-Ekiti, correlation analysis was conducted to determine the nature and direction of the relationship between the variables of interest. Ozigbo (2012) and Kolawole (2019) had both employed this methodology and found it to be acceptable. Data estimation was done using the Statistical Package for Social Sciences (SPSS).

## RESULTS AND DISCUSSION

**Data Interpretation and Analysis.** The researcher presents the results on data analysis as well as the discussion of findings in this section. It is worth noting that data gathered via the administered questionnaire formed the basis of the interpretations, analysis and discussions of findings made in this part.

**Response Rate.** About two hundred and ninety-two (292) copies of questionnaire were administered based on the sample size. The study however successfully received two hundred and eighty-six (286) copies back, thereby constituting a response rate of 98%. This return rate is impressive as it is more than two-third of the administered questionnaires. Hence, subsequent analysis of data and result discussions in this study are based on the data contained in 286 received questionnaires.

**Demographic Characteristics of the Respondents.** In order to understand distribution of the respondents demographically, the questionnaire requested them to indicate their age brackets, gender, marital status, type of TETFund-sponsored training received as well as the categories of such training. The obtained responses in respect of the foregoing are presented on Table 4.1 through 4.6.

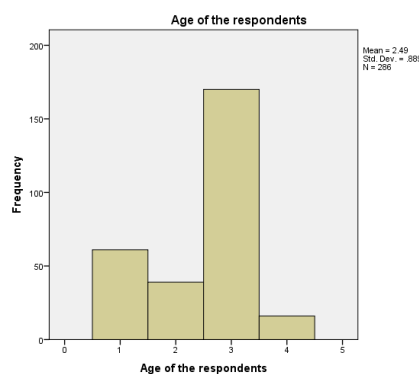
**Table 1.** Age of the Respondents

	Frequency	Valid Percent	Cumulative Percent
Valid 2-30 years	61	21.3	21.3
31-40 years	39	13.6	35.0
41-50 years	170	59.4	94.4



Above 51 years	16	5.6	100.0
Total	286	100.0	

Source: Field Survey, 2024



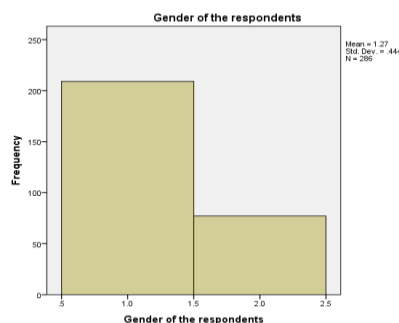
**Figure 2.** Age of the respondents

Table 1 and the pie chart, which is titled Figure 1 illustrate the age distribution of the respondents surveyed in this study. According to these statistical tools, about 61, representing 21.3% of the trained academic staff by TETFund in Federal Polytechnic Ado-Ekiti were within the age bracket 20 – 30 years; 39 which represents 13,6% of the trained staff are within 31 – 40 years old. While 170 or 59.4% of the staff are within 41-50 years age bracket, only 5.6% or 16 of the staff are above 51 years old. By these findings, it is clear that most of the trained academic staff of Federal Polytechnic Ado-Ekiti falls within 41 – 50 years age bracket.

**Table 2.** Gender distribution of the Respondents

	Frequency	Valid Percent	Cumulative Percent
Valid Male	209	73.1	73.1
Female	77	26.9	100.0
Total	286	100.0	

Source: Field Survey, 2024



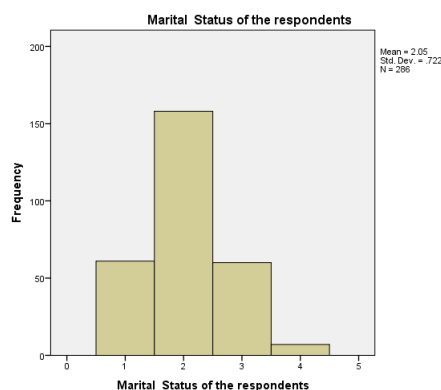
**Figure 3.** Gender distribution of the respondents

The result represented by Table 2 and Figure 3 shows that about 209 out of 286, representing 73.1% staff trained by TETFund are of male gender while the remaining 77, constituting 26.9% of the staff are of female gender. This implies that majority of the TETFund-sponsored academic staff in Federal Polytechnic Ado-Ekiti are males. This will however not impair the finding of the study or embellish it as the study is gender-neutral.

**Table 3.** Marital Status of the Respondents

	Frequency	Valid Percent	Cumulative Percent
Never married	61	21.3	21.3
Married	158	55.2	76.6
Valid Separated	60	21.0	97.6
Widow or widower	7	2.4	100.0
Total	286	100.0	

Source: Field Survey, 2024



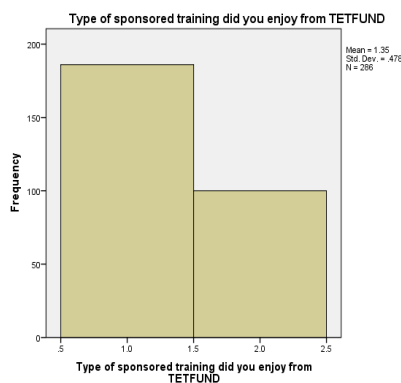
**Figure 4.** Marital status of the respondents

Looking at the marital status represented by Table 3 and Figure 4, it is obvious that 61 or 21.3% of the respondents have never married before while 158 or 55.2% of the respondent academic staff were married. Also, while 60 or 21% are said they were separated, about 7 or 2.4% of the surveyed academic staff were either widows or widowers. For this reason, majority of the TETFund-sponsored staff captured in this study were married.

**Table 4.** Type of TETFund-sponsored Training Enjoyed by the Respondents

	Frequency	Valid Percent	Cumulative Percent
Academic degree	186	65.0	65.0
Valid Conference attendance	100	35.0	100.0
Total	286	100.0	

Source: Field Survey, 2024



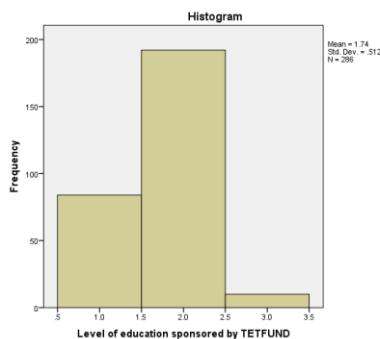
**Figure 5.** Type of TETFund training enjoyed by the respondents

On the category of training in which the respondents were sponsored by TETFund, about 186, representing 65% indicated they were trained to acquired academic degrees in form of master degree of PhD while the remaining 100 sampled staff or 35% of the respondents admitted they were sponsored by TETFund to attend academic conferences. Consequently, the study found that TeTFund sponsored more of academic staff to acquired academic degrees than conference attendance.

**Table 5.** Level of education sponsored by TETFUND

	Frequency	Valid Percent	Cumulative Percent
Valid Master degree	84	29.4	29.4
Valid PhD	192	67.1	96.5
Valid Both master degree and PhD	10	3.5	100.0
Total	286	100.0	

Source: Field Survey, 2024



**Figure 6.** Level of education sponsored by TETFund

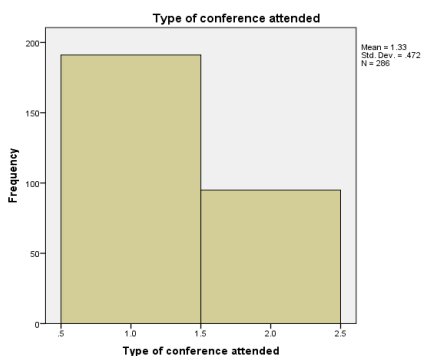


In respect of the level of education at which the sampled respondents were sponsored, Table 5 and Figure 6 all show clearly that predominantly, the academic staff of Federal Polytechnic Ado-Ekiti were sponsored more to acquired doctoral degree, having sponsored about 192 or 67.1% of the staff at this level; also, about 84 respondents, representing 29.4% of the respondents in total were sponsored at master degree level while 3.5% or 10 of the total academic staff were sponsored in both master and doctoral degree.

**Table 6.** Type of Conference Attended by the Respondents

	Frequency	Valid Percent	Cumulative Percent
Local	191	66.8	66.8
International	95	33.2	100.0
Total	286	100.0	

Source: Field Survey, 2024



**Figure 7.** Type of conference attended by the respondents

Looking at Figure 7 and Table 6, it can be inferred that there were more of academic staff that attended local conference than international conference. This is true as about 191 or 66.8% of the respondent staff have attended academic conferences on the sponsorship of TETFund while the remaining 95 staff or 33.2% of the total sampled respondents indicated they have attended international conferences sponsored by TETFund.

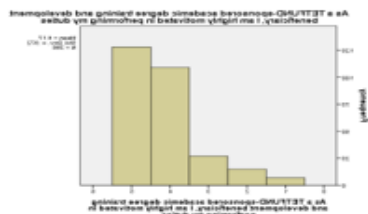
**Data Analysis and Interpretations of Research Questions.** This aspect enunciates the answers to the research questions obtained during the field survey on the effect of TETFund-sponsored training and development on the academic staff engagement and productivity in Federal Polytechnic Ado-Ekiti. Granted that the study employed 5-point Likert scales thus: 5 = Strongly agree, 4 = Agree, 3= Neutral 2= disagree and 1= Strongly disagree. Hence, to ease interpretations and analysis of the obtained responses, this study classified strongly agree, agree and agree together as “Agree” and grouped together disagree cum strongly disagree as disagree.

**Descriptive Statistical Measure of the Effect of TETFUND-sponsored Academic Degree Training on Staff Engagement in Federal Polytechnic Ado-Ekiti.** The study presents the descriptive results of the effect of TETFUND-sponsored academic degree training on staff engagement in Federal Polytechnic Ado-Ekiti as follows:

**Table 7.** Frequency Distribution measuring the effect of TETFUND-sponsored Academic Degree Training on Staff Engagement in Federal Polytechnic Ado-Ekiti

Statement	Response in Percentage (%)						Total
	N	SA=5	A=4	N=3	D = 2	SD=1	
As a TETFUND-sponsored academic degree training and development beneficiary, I am highly motivated in performing my duties	286	128 44.8%	109 38.1%	27 9.4%	15 5.2%	7 2.4%	286 100%
TETFUND-sponsored academic degree training and development improves my loyalty to my employer	286	77 26.9%	166 58%	18 6.3%	25 8.7%	0 0	286 100%
Due to my TETFUND-sponsored academic degree training, I am willing to remain and continue rendering my services to my employer	286	103 36%	97 33.9%	66 23.1%	12 4.2%	8 2.8%	286 100%
I am committed to ensuring my employer succeeds by doing all what is necessary on my part since my academic degree training and development pursuit was sponsored by TETFUND	286	129 45.1%	92 32.2%	40 14%	6 2.1%	19 6.6%	286 100%
I am actively engaged with my job because of the TETFUND-sponsored academic degree training and development I enjoyed	286	105 36.7%	115 40.3%	28 9.8%	27 9.4%	11 3.8%	286 100%

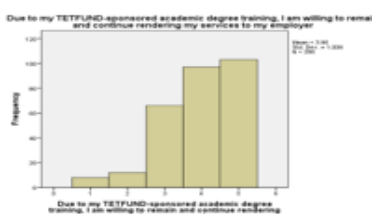
Source: Field Survey, 2024



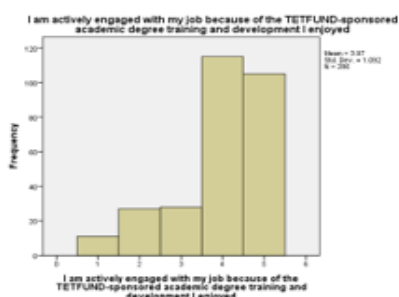
**Figure 8**



**Figure 9**



**Figure 10**



**Figure 11**



**Figure 12**

**Figure 8 - 12.** Illustrations of the effect of TETFund-sponsored academic degree training and development on staff engagement in Federal Polytechnic Ado-Ekiti

Table 7 provides the responses of the respondents with respect to the effect of TETFund-sponsored academic degree training on academic staff engagement in in Federal Polytechnic Ado-Ekiti. By this Table, it can be deduced that about 44.8% strongly agreed and 38.1% agreed when they were asked if they are highly motivated in performing my duties as TETFUND-sponsored academic degree training and development beneficiaries. While 9.5% of the respondents could not decide on this question, 5.2% and 2.5% of the total respondents respectively disagreed and strongly disagreed in this context. These responses are further illustrated by Figure 4.7 which shows that majority of the respondents, constituting about 82.9% (SA + SA) agreed that they were motivated as beneficiaries of TETFund-sponsored academic degree training.

When asked if they are loyal to their employer due to TETFund-sponsored academic degree training and development they enjoyed, 26.9% and 58% respectively strongly agreed and agreed while 8.7% disagreed with this question; also, about 6.3% of the respondents in total was neutral about this question. Judging by these responses, which were further corroborated by Figure 4.8, it is confirmed that the respondents agreed overwhelmingly to the tune of 84.9% that they experienced improved loyalty to their organization as a result of the TETFund-sponsored academic degree training and development they received. To further confirm if staff engagement can be spurred by TETFund-sponsored academic degree training and development, the respondents were asked to indicate if the TETFUND-sponsored academic degree training they received makes them willing to remain and continue rendering my services to my employer. To this, Table 7 shows 36% strongly agreeing and 33.9% agreeing with this question; in addition, while about 4.2% and 2.8% disagreed and strongly disagreed with this question 23.1% of the total number of respondents kept mute to this question. This thus means that most of the respondents, which is about 69.9% agreed that they were willing to continue their services to their employer having been sponsored by TETFund. This result is further confirmed by Figure 10.

Table 7 and Figure 10 further show that the respondents were always committed to ensuring their employer succeeds by doing all what is necessary on their part sequel to their academic degree training and development pursuit being sponsored by TETFund. This question gathered about 45.1% strongly agree and 32.2% agree; 14% of the total respondents were undecided while 2.1% disagreed and 19% strongly disagreed with this question. Going by these responses, preponderance of the respondents, weighing about 77.3% agreed that due to the sponsor they received from TETFund on their academic degree training, they were committed to their employer's success. Moreover, it is further revealed Table 7 and Figure 11 that the surveyed academic staff were actively engaged with their job because of the TETFUND-sponsored academic degree training and development they enjoyed since a total of 36.7% strongly agreed while 40.3% agreed, thereby connoting that about 78% of the total respondents agreed TETFund-sponsored academic training and development made them actively engaged with their work. Consequently, the results obtained here generally confirm that TETFund-sponsored Academic Degree training promotes staff engagement in Federal Polytechnic Ado-Ekiti.

**Inferential Statistical Results of the effect of TETFund-sponsored academic degree training and development on staff engagement in Federal Polytechnic Ado-Ekiti.** Using Ordinary Least Square, the study estimated the effect of effect of TETFund-sponsored academic degree training and development on staff engagement in Federal Polytechnic Ado-Ekiti and presented the result as follows:

**Table 8.** Summary of Regression Result (TETFund-sponsored academic degree training and development on staff engagement in Federal Polytechnic Ado-Ekiti)

<b>Dependent Variable: Staff Engagement</b>				
<b>Predictor Variable</b>	<b>Coefficient</b>	<b>Std. Error</b>	<b>t-Statistic</b>	<b>Prob.</b>
TETFund-sponsored academic degree training and development	0.935	0.023	44.299	0.000
C	0.052	0.094	-0.555	
<b>Statistics:</b>				
R2	0.874			
Adj. R2	0.873			
F-stat.	1962.40			
Multiple R.	0.935			
Durbin-Watson Stat	2.189			
Standard Error of the Estimate	0.389			

*Source: Authors Compilation from SPSS 20.0, 2024*

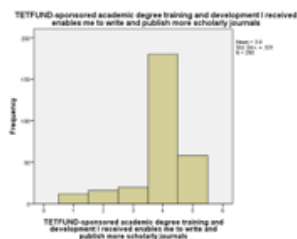
Table 8 reveals that TETFund-sponsored academic degree training and development was able to predict staff engagement to the tune of 94% for every 1% change in its value. Also, the coefficient of correlation is 0.94, connoting that a strong positive relationship exists between TETFund-sponsored academic degree training and development and staff engagement in Federal Polytechnic Ado-Ekit. This strong positive relationship is corroborated by the R-square of 0.87, which implies that TETFund-sponsored academic degree training and development was responsible for about 87% determinant of staff engagement; the standard error of 0.39 is sufficiently low, pointing to the reliability of the estimates; the F-stat is 1962.40, showing that the performance of

the model overall is very robust and that TETFund-sponsored academic degree training and development indeed, predicted staff engagement consistently. This result confirms the result of the descriptive statistics presented earlier on Table 4.3.1 which reveals that TETFund-sponsored academic degree training and development promoted staff engagement in Federal Polytechnic Ado-Ekiti. The Durbin-Watson statistic is 2.18, which proves that the estimated model is not biased and re-instates the reliability of the estimates

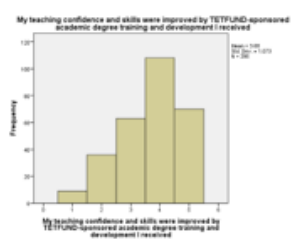
**Table 9.** Frequency Distribution measuring the effect of TETFUND-sponsored Academic

Statement	Response in Percentage (%)						Total
	N	SA=5	A=4	N=3	D = 2	SD=1	
TETFUND-sponsored academic degree training and development I received enables me to write and publish more scholarly journals	286	58 20.3%	180 62.9%	20 7%	16 5.6%	12 4.2%	286 100%
My teaching confidence and skills were improved by TETFUND-sponsored academic degree training and development I received	286	70 24.5%	108 37.8%	63 22%	36 12.6%	9 3.1%	286 100%
My research output quality has improved as a result of TETFUND-sponsored academic degree training and development I received	286	94 32.9%	129 45.1%	27 9.4%	30 10.5%	6 2.1%	286 100%
TETFUND-sponsored academic degree improves my expertise in my profession and mastery of the subject I teach in classes	286	178 62.2%	62 21.7%	36 12.6%	10 3.5%	0 0%	286 100%
The supervision efficiency of my project students was enhanced by TETFUND-sponsored academic degree training and development I enjoyed.	286	91 31.8%	157 54.9%	28 9.8%	10 3.5%	0 0%	286 100%

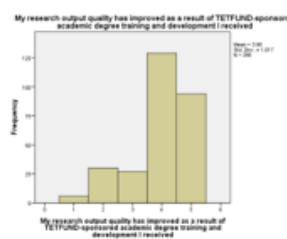
Source: Field Survey, 2024



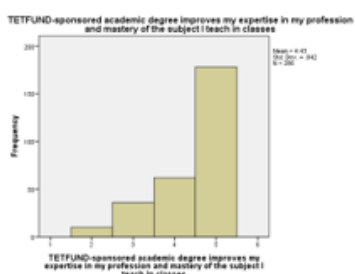
**Figure 13**



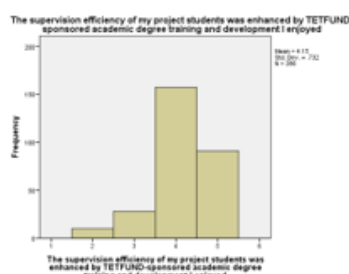
**Figure 14**



**Figure 15**



**Figure 16**



**Figure 17**

**Figure 13 – 17.** Illustrations of the effect of TETFund-sponsored academic degree training and development on staff productivity in Federal Polytechnic Ado-Ekiti.

Table 9 provides a summary of responses to measure the effect of TETFUND-sponsored Academic Degree Training on Staff Productivity in Federal Polytechnic Ado-Ekiti. These findings are illustrated further by Figure 13 through 17. Looking at these results when the respondents were asked if TETFUND-sponsored academic degree training and development they received enables them to write and publish more scholarly journals, the Table 9 shows that around 20.3% agreed strongly while 62.9% just agreed; also, while 7% of the respondents were neutral, about 5.6% respectively disagreed and strongly disagreed. Nevertheless, about 83%, which is the majority of the total respondents, accepted that TETFund-sponsored academic degree training and development they received enables them to write and publish more scholarly journals. Asking further if their teaching confidence and skills were improved by TETFund-sponsored academic degree training and development they received, 24.5% and 37.8% respectively strongly agreed and agreed with this, while 12.6% and 3.1% disagreed and strongly disagreed with this respectively; this is just as 22% of the surveyed staff could not decide the effect of the TETFund-sponsored academic degree training they received. Thus, going by the majority of the respondents, which is 62.3%, it is confirmed that the teaching confidence and skills of the sponsored academic staff were improved by TETFUND-sponsored academic degree training and development.

On whether or not the research output quality of the surveyed staff has improved as a result of TETFund-sponsored academic degree training and development they received, Table 9 further shows that not less than 32.9% strongly agreed, just as 45.1% merely agreed that their research output quality has indeed improved as a result of TETFund-sponsored academic degree training and development enjoyed by them. In addition, about 9.4% were neutral while 10.5% and 2.1% respectively disagreed and strongly disagreed with this question. Based on this result, the majority which accounts for 78% confirmed that they experienced improved increased quality of research output as a result of the TETFund-sponsored academic degree training and development, and this is further confirmed by Figure 4.14.

The next question asked was to confirm if the expertise and mastery of subjects taught by the TETFund-sponsored academic degree training beneficiaries have been enhanced; to this, the study recorded 62.2% and 21.7% agreeing with the assertion that TETFUND-sponsored academic degree improves their expertise of their profession and mastery of the subject they teach in classes. About 12.6% of the respondents were undecided while around 3.5% disagreed. For this reason and Figure 4.15 illustrations, the study concludes that TETFund-sponsored academic degree training improves the expertise of profession and mastery of the subject the surveyed staff teach in classes. The effect of TETFUND-sponsored academic degree training and development on supervision efficiency project students was further probed by the study from the respondents. Responses obtained according to Table 9 and Figure 17, majority of the respondents, amounting to 86.7% agreed that their expertise and mastery of the subjects they teach has been enhanced by TETFund-sponsored academic degree training and development they received. While 3.5% disagreed with this assertion, about 9.8% of the respondents could not say if they experienced improved expertise and mastery of the subjects they teach in classes. Nevertheless, the study upholds the popular views that TETFUND-sponsored academic degree training and development enhanced the expertise and mastery of subjects being taught the beneficiaries of TETFund funding in Federal Polytechnic Ado-Ekiti.

**Inferential Statistical Results of the effect of TETFund-sponsored academic degree training and development on staff productivity in Federal Polytechnic Ado-Ekiti.** Using Ordinary Least Square, the study estimated the effect of effect of TETFund-sponsored academic degree training and development on staff productivity in Federal Polytechnic Ado-Ekiti and presented the result thus:

**Table 10.** Summary of Regression Result (of TETFund-sponsored academic degree training and development on staff productivity in Federal Polytechnic Ado-Ekiti)

<b>Dependent Variable: Staff Productivity</b>				
<b>Predictor Variable</b>	<b>Coefficient</b>	<b>Std. Error</b>	<b>t-Statistic</b>	<b>Prob.</b>
TETFund-sponsored academic degree training and development	0.837	0.036	25.75	0.000
C	-0.199	0.167	-1.230	
<b>Statistics:</b>				
R2	0.70			
Adj. R2	0.699			
F-stat.	662.372			
Multiple R.	0.837			
Durbin-Watson Stat	2.089			
Standard Error of the Estimate	0.511			

*Source: Authors Compilation from SPSS 20.0, 2024*

As Revealed by Table 10, for every 1% increasing change in the value of TETFund-sponsored academic degree training and development, staff productivity was increased by 0.84%, thereby connoting a positive relationship between TETFund-sponsored academic degree training and development and staff productivity. This is buttressed by the multiple correlation coefficient value which is also 0.84, signifying a strong positive correlation relationship between TETFund-sponsored academic degree training and development and staff productivity in

Federal Polytechnic Ado-Ekiti. The R-square of model is 0.70, which is close to R-square as adjusted at 0.699, suggesting that TETFund-sponsored academic degree training and development is ably responsible for 70% significant change in staff productivity. This implies that TETFund-sponsored academic degree training and development stimulates staff productivity in Federal Polytechnic Ado-Ekit in alignment with the result obtained through descriptive statistic on Table 3. The consistency of the model performance is underpinned by the F-stat which is 662.37, reflecting the overall robustness of the relationship between TETFund-sponsored academic degree training and development and staff productivity. Also, these results are reliable and unbiased, judging by the Durbin-Watson statistic is 2.089, suggesting that that estimates of the model are reliable for prediction and inference. The standard error of the estimated model is low at 0.511, and further emphasizes the low risk involved in the estimation process.

**Table 11.** Frequency Distribution measuring the effect of TETFUND-sponsored Academic

Statement	Response in Percentage (%)						Total
	N	SA=5	A=4	N=3	D = 2	SD=1	
As a TETFUND-sponsored academic conference training beneficiary, I am highly motivated in performing my duties	286	99 34.6%	92 32.2%	56 19.6%	30 10.5%	9 3.1%	286 100%
TETFUND-sponsored academic conference training improves my loyalty to my employer	286	68 23.8%	161 56.3%	56 19.6%	1 0.3%	0 0%	286 100%
Due to my TETFUND-sponsored academic conference training, I am willing to remain and continue rendering my services to my employer	286	100 35%	156 54.5%	21 7.3%	9 3.1%	0 0%	286 100%
I am committed to ensuring my employer succeeds by doing all what is necessary on my part since my academic conference training was sponsored by TETFUND	286	74 25.9%	118 41.3%	47 16.4%	28 9.8%	19 6.6%	286 100%
I am actively engaged with my job because of the TETFUND-sponsored academic conference training	286	86 30.1%	142 49.7%	36 12.6%	14 4.9%	8 2.8%	286 100%



and development I enjoyed

Source: Field Survey, 2024

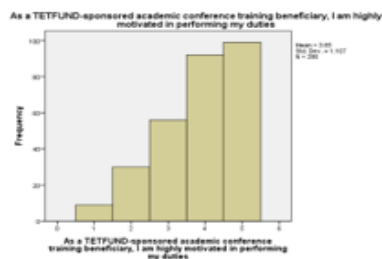


Figure 18



Figure 19

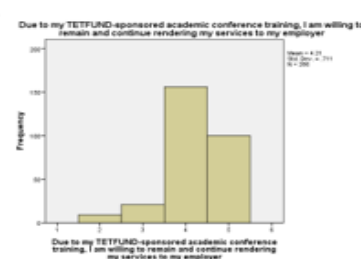


Figure 20

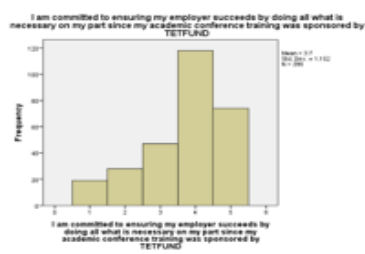


Figure 21

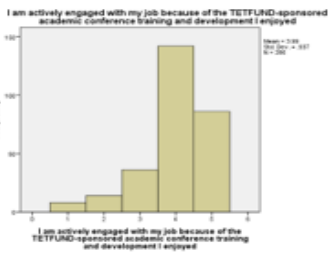


Figure 22

**Figure 18 – 22.** Illustrations of the effect of TETFund-sponsored academic conference training and development on staff engagement in Federal Polytechnic Ado-Ekiti

Table 11 and Figure 18 through 22 depict the result of the field survey with respect to measuring the effect of TETFund-sponsored academic conference training on staff engagement in Federal Polytechnic Ado-Ekiti. Looking through this Table, it is revealed that most of the respondent academic staff, totaling 66.8% agreed that they were highly motivated in performing my duties as TETFund-sponsored academic conference training beneficiaries. This figure represents 34.6% who strongly agreed and 32.2% who agreed with the research question. While 19.6% were undecided, a total of 13.6% disagreed that they were motivated towards performing their duties because they enjoyed academic conference sponsor TETFund. On whether the respondents were more loyal to their employer as a result of enjoying TETFund sponsor for conferences, a total of 80.1% agreed that TETFUND-sponsored academic conference training improves their loyalty to their employer, just as 0.3% of the total respondents disagreed while 19.6% were unable to maintain stand on whether or not their loyalty to their employer was stimulated by TETFUND-sponsored academic conference training.

Also, whether the respondents are willing to maintain continuity of serving their employer having been sponsored to conferences, 35% strongly agreed and 54.5% merely agreed that they were willing to continue their services with their employer for being instrumental to sponsoring them to academic conferences. This amount to a total of 89.5% of the total respondents who agreed with this assertion. While a total of 3.1% of the respondents disagreed, only 7.3% could not decide if they would remain serving their employer as a result of conference sponsor they enjoyed. Asking the respondent on the influence of TETFund-sponsored conference on their commitment

to their duties, a total of 67.2% agreed that they were committed to ensuring their employer succeeds by doing all what was necessary on their parts having enjoyed academic conference training sponsored by TETFund. Also, while 16.4% of the surveyed respondents remained indifferent to this question, about 16.4% in total disagreed that their commitments to duties were positively impacted by the conference funding they received from TETFund. Table 4.3.5 also reveals that of the TETFUND-sponsored academic conference training and development made the respondents actively engaged with their jobs as this question attracted a total of 79.8% who agreed with this question, and reflecting 30.1% who strongly agreed and 49.7% who agreed. Equally, while a total of 7.7% disagreed with this question, 4.9% of the total respondents could not decide on this question. Looking at the results obtained so far, it is clear that TETFund-sponsored academic conference training promotes the engagement of staff in Federal Polytechnic Ado-Ekiti as the majority of the surveyed respondents agreed in all cases with this question.

**Inferential Statistical Results of the effect of TETFund-sponsored academic conference training and development on staff engagement in Federal Polytechnic Ado-Ekiti.** Using Ordinary Least Square, the study estimated the effect of effect of TETFund-sponsored academic conference training and development on staff engagement in Federal Polytechnic Ado-Ekiti and presented the result thus:

**Table 12.** Summary of Regression Result (TETFund-sponsored academic conference training and development on staff engagement)

<b>Dependent Variable: Staff Engagement</b>				
<b>Predictor Variable</b>	<b>Coefficient</b>	<b>Std. Error</b>	<b>t-Statistic</b>	<b>Prob.</b>
TETFund-sponsored academic degree training and development	0.909	0.033	36.713	0.000
C	-1.052	0.139	-7.559	
<b>Statistics:</b>				
R2	0.826			
Adj. R2	0.825			
F-stat.	1347.89			
Multiple R.	0.909			
Durbin-Watson Stat	2.191			
Standard Error of the Estimate	0.391			

*Source: Authors Compilation from SPSS 20.0, 2024*

From Table 12, TETFund-sponsored academic conference training and development obviously struck a positive and significant relationship with academic staff engagement such that an increase of 1% in its value triggered about 90% increase in academic staff engagement and vice versa. This is additionally confirmed by the coefficient of determination, R-square value of which is 0.826, indicating that TETFund-sponsored academic conference training and development was responsible for about 83% prediction of change in the academic staff engagement in the estimated model. The reliability of these results was further attested to by the standard error of the estimated model which is adjudged low at 0.391, and the Durbin-Watson statistic which is put at 2.191, corroborating the efficiency and the unbiasedness of the model. The correlation statistic of 0.90 further attested to the magnitude of the positive relationship between TETFund-sponsored academic conference training and

development and academic staff engagement as it suggests that there was a strong positive relationship between the two variables. This result therefore confirms the descriptive results presented on Table 11 which reflects the majority of the surveyed academic staff overwhelmingly acceding to the fact that TETFund-sponsored academic conference training and development stimulates their engagement with their jobs

**Table 13.** Frequency Distribution measuring the effect of TETFUND-sponsored Academic

Statement	Response in Percentage (%)						Total
	N	SA=5	A=4	N=3	D = 2	SD=1	
TETFUND-sponsored academic conference training I enjoyed enables me to write and publish more scholarly journals	286	110 38.5%	93 32.5%	52 18.2%	29 10.1%	2 0.7%	286 100%
My teaching confidence and skills were improved by TETFUND-sponsored academic conference training I enjoyed	286	204 71.3%	72 25.2%	7 2.5%	3 1%	0 0%	286 100%
My research output quality has improved as a result of TETFUND-sponsored academic conference training I enjoyed	286	139 48.6%	92 32.2%	29 10.1%	22 7.7%	4 1.4%	286 100%
TETFUND-sponsored academic conference training improves my expertise in my profession and mastery of the subject I teach in classes	286	150 52.4%	89 31.1%	29 10.1%	18 6.3%	0 0%	286 100%
The supervision efficiency of my project students was enhanced by TETFUND-sponsored academic conference training I enjoyed.	286	130 45.5%	80 28%	23 8%	25 8.7%	28 9.8%	286 100%

Source: Field Survey, 2024

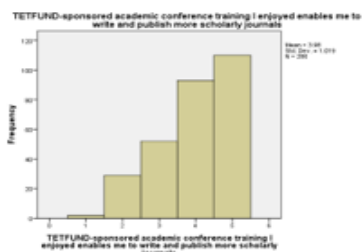


Figure 23

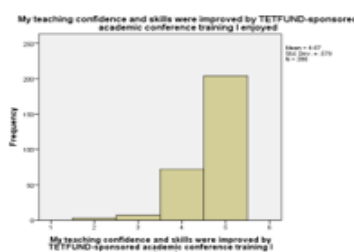


Figure 24

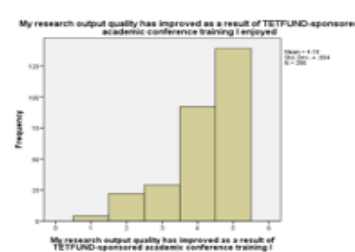


Figure 25

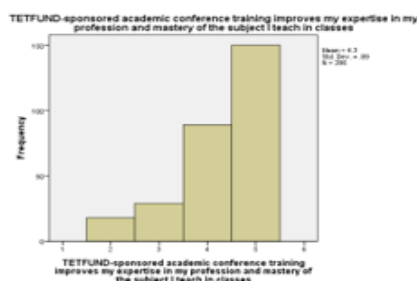


Figure 26

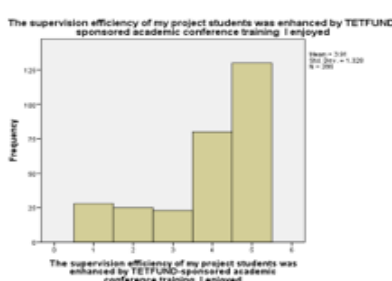


Figure 27

**Figure 23 – 27.** Illustrations of the effect of TETFund-sponsored academic conference training and development on staff productivity in Federal Polytechnic Ado-Ekiti

The results obtained on the effect of TETFund-sponsored academic conference training and development on staff productivity in Federal Polytechnic Ado-Ekiti are reflected on Table 13, which are further expatiated by Figure 23 through 27. According to the referenced Table, the respondents were asked if attendance at TETFund-sponsored academic conferences enhanced writing and publications of more journal articles; responses to this question show that 38.5% and 32.5% strongly agreed and just agreed respectively. While 10.1% and 0.7% disagreed and strongly disagreed, about 18.2% of the total respondents were neutral concerning this question. For this reason, the study aligns with the popular view that TETFUND-sponsored academic conference training I enjoyed enables them to write and publish more scholarly journals since 71% in total share this view. On whether the teaching confidence and skills of the respondents were improved by TETFUND-sponsored academic conference training which they enjoyed, a total of 96.5% agreed with this question, 2.4% were undecided, about 1% of the respondents disagreed. This connotes that preponderance of the respondents agreed that their teaching confidence and skills were improved as a result of the TETFUND-sponsored academic conference training they received, and this position is taken by this study.

In addition, while asking the respondent academic staff if their research output quality has improved as a result of TETFUND-sponsored academic conference training they received, the majority of the surveyed staff, constituting about 80.8% affirmed improvement in their research output quality due to training they received from TETFUND-sponsored academic conference they have attended. While 9.1% disagreed with this position, a total respondent, amounting to 10.1% could not decide their answers to this question. This study thus upholds the popular view that TETFUND-sponsored academic conference training leads to improvement in the quality of research output of the academic staff surveyed. Furthermore, the survey shows according to Table 13 that about 83.5% of the agreed to the fact that TETFUND-sponsored academic conference training improves their expertise of their profession and mastery of the subject they teach in classes. This constitutes a popular view and this study thus aligns with this popular position. Notwithstanding, about there about 18 respondents, representing 6.3% of

the total respondents who disagreed with the popular position while a total of 10.1% could not offer views when asked this question. Lastly, the surveyed probed the respondents to know if their supervision efficiency of their project students was enhanced by TETFUND-sponsored academic conference training they enjoyed. Responses to this question on Table 4.3.7 show that not less than 73.5% of the total respondents accepted that they have experienced enhancement in project supervision efficiency due to the training they received the conferences attended and sponsored by TETFund. While about 8% which remained undecided about this question, about 18.5% of the total respondents opposed the view that TETFUND-sponsored academic conference training enhanced their project supervision efficiency.

**Inferential Statistical Results of the effect of TETFund-sponsored academic conference training and development on staff productivity in Federal Polytechnic Ado-Ekiti.** By employing Ordinary Least Square approach to regression, the study estimated the effect of effect of TETFund-sponsored academic conference training and development on staff productivity in Federal Polytechnic Ado-Ekiti and presented the result thus:

**Table 14.** Summary of Regression Result (TETFund-sponsored academic conference training and development on staff productivity)

<b>Dependent Variable: Staff Productivity</b>				
<b>Predictor Variable</b>	<b>Coefficient</b>	<b>Std. Error</b>	<b>t-Statistic</b>	<b>Prob.</b>
TETFund-sponsored academic degree training and development	0.889	0.031	32.740	0.000
C	-0.395	0.136	-2.897	
<b>Statistics:</b>				
R2	0.791			
Adj. R2	0.790			
F-stat.	1071.88			
Multiple R.	0.889			
Durbin-Watson Stat	2.115			
Standard Error of the Estimate	0.467			

*Source: Authors Compilation from SPSS 20.0, 2024*

According to Table 14, TETFund-sponsored academic conference training and development equally maintained significant positive relationship with academic staff productivity, thereby aligning with the survey responses presented on Table 14 where the surveyed academic staff accepted that their productivity in terms of research output quality and published scholarly articles were greatly enhanced by TETFund-sponsored academic conference training and development. Table 14 thus shows that academic staff productivity was determined to increase to the tune of 89% each time there was 1% increase in TETFund-sponsored academic conference training and development, suggesting that TETFund-sponsored academic conference training and development is a great tonic for academic staff productivity. This result is in addition buttressed by the R-square of the model which is 0.79, connoting that staff productivity was predicted to the tune of 79% by TETFund-sponsored academic conference training and development. The reliability of his result is further underscored by the standard error

which is 0.467 and the F-stat which is 1071.88, pointing to the consistency of TETFund-sponsored academic conference training and development as a robustness determinant of academic staff engagement in Federal Polytechnic Ado-Ekiti. The Durbin-Watson statistic is within the threshold of 2.0, attesting to lack of auto-correlation complicity in the estimated model.

**Data Test of Hypotheses.** The study tested the hypotheses set up at the introductory part of this study by following the popular decision rule which states that: if the p-value calculated is less than the critical value at 0.05, Null Hypothesis (H<sub>0</sub>) is rejected, otherwise, Null hypothesis (H<sub>0</sub>) is accepted.

**Test of Hypothesis one.**

H<sub>01</sub>: TETFund-Sponsored academic degree training and development has no significant effect on the academic staff's engagement in Federal Polytechnic Ado-Ekiti

H<sub>11</sub>: TETFund-Sponsored academic degree training and development has significant effect on the academic staff's engagement in Federal Polytechnic Ado-Ekiti

From Table 8, TETFund-sponsored academic degree training and development has a p-value of 0.000, which is less than the critical value at 0.05; hence, the study failed to accept the null hypothesis and concludes that TETFund-Sponsored academic degree has significant positive effect on the academic staff's engagement in Federal Polytechnic Ado-Ekiti; in other words, TETFund-sponsored academic degree training and development promotes staff engagement in Federal Polytechnic Ado-Ekiti.

**Test of Hypothesis two.**

H<sub>02</sub>: TETFund-Sponsored academic degree training and development has no significant effect on academic staff's productivity in Federal Polytechnic Ado-Ekiti

H<sub>12</sub>: TETFund-Sponsored academic degree training and development has significant effect on academic staff's productivity in Federal Polytechnic Ado-Ekiti

Table 10 shows that the p-value for TETFund-Sponsored academic degree training and development is 0.000, which is statistically significant at 0.05 critical value; this suggests that null hypothesis cannot be accepted. For this reason, the study upholds the alternative hypothesis and concludes that TETFund-Sponsored academic degree training and development has significant positive effect on academic staff's productivity in Federal Polytechnic Ado-Ekiti. This translates that TETFund-Sponsored academic degree training and development facilitates academic staff's productivity in Federal Polytechnic Ado-Ekiti.

**Test of Hypothesis three.**

H<sub>03</sub>: TETFund-Sponsored academic conference training and development has no significant relationship with academic staff's engagement in Federal Polytechnic Ado-Ekiti

H<sub>13</sub>: TETFund-Sponsored academic conference training and development has significant relationship with academic staff's engagement in Federal Polytechnic Ado-Ekiti.

A closer look at Table 12 reveals that TETFund-Sponsored academic conference training and development is a significant determinant of academic staff engagement in Federal Polytechnic Ado-Ekiti. This is so as p-value of TETFund-Sponsored academic conference training and development is 0.000 which is less than the 0.05 critical value, suggesting that null hypothesis cannot be rejected for lack of sufficient statistical evidence. Hence, the study upholds the alternative hypothesis and concludes that TETFund-Sponsored academic conference training and development has significant relationship with academic staff's engagement in Federal Polytechnic Ado-Ekiti. This conclusion implies that TETFund-Sponsored academic conference training and development is potent stimulant for academic staff's engagement in Federal Polytechnic Ado-Ekiti.

**Test of Hypothesis four.**

H<sub>04</sub>: TETFund-Sponsored academic conference training and development has no significant relationship with academic staff's productivity in Federal Polytechnic Ado-Ekiti

H14: TETFund-Sponsored academic conference training and development has significant relationship with academic staff's productivity in Federal Polytechnic Ado-Ekiti

Clearly from Table 14, the p-value associated with the relationship between TETFund-Sponsored academic conference attendance and academic staff's productivity is 0.000, which is lower than the critical value at 0.05; this suggests that the relationship of TETFund-Sponsored academic conference training and development with academic staff's productivity is statistically significant, leading to rejection of null hypothesis and the conclusion that TETFund-Sponsored academic conference training and development has significant relationship with academic staff's productivity in Federal Polytechnic Ado-Ekiti.

This study has revealed that TETFund-sponsored training and development significantly and positively influences academic staff engagement and productivity at Federal Polytechnic Ado-Ekiti, Ekiti State, Nigeria, as the results of both descriptive and inferential statistical measures converged to reveal this finding. From the result obtained, academic staff who are beneficiaries of TETFund-sponsored academic training and development are highly motivated to perform their duties, show improved loyalty, feel willingly to continue rendering services to their employers while being committed to doing what is absolutely necessary to ensure success of their employer. The implication of this finding is that TETFund-sponsored academic training and development positively stimulates academic staff engagement in Federal polytechnic Ado-Ekiti, which then aligns with the finding of Asaju (2008) who documented that effective training plans are necessary to increase employees' desired knowledge, skills, and abilities so they may perform successfully on the job while these plans may also have an impact on employee motivation and commitment. Not only this, finding of this study connotes that academic staff who are beneficiaries of TETFund-sponsored training and development programme, either by conference attendance or academic degree at Federal Polytechnic Ado-Ekiti are engaged with their job and by extension, feel satisfy with their job; this then affirms the submission by Herman and Kurt (2016) that by helping employees understand the significance of their work and providing them with the information they need to do it, training is crucial for both boosting increased motivation, improved job satisfaction and morale, raised process efficiencies that yield financial gain, increased ability to adopt new technologies and methods, increased innovation in strategies and products, and decreased employee turnover are all overall advantages of employee training.

Moreover, this study also revealed that TETFund-sponsored academic training and development positively influence the quality of research output of the academic staff at Federal Polytechnic Ado-Ekiti, meaning by the training received from conference attendance and additional qualification obtained by the academic staff and sponsored by TETFund leads to improved technical skills and knowledge about conducting quality research that helps to proffer solutions to real-world problem while enabling them to write and publish more scholarly journals. This is in consonance with the research of Aminu and Aminu (2018) which assessed how the TETFUND intervention affected the academic staff's performance at Borno State's Ramat Polytechnic Maiduguri and found that the academic staff's performance in terms of their research output is greatly and favorably enhanced by the research funding they obtained from TETFund. Also, Iorkpiligh et al. (2024) in their findings, demonstrated that TETFund training and development interventions significantly influence the enhanced abilities and growth of tertiary institution employees, and that research and academic development in postsecondary institutions are greatly impacted by TETFund funding of academic personnel to conferences and workshops

Equally, this study found that the supervision efficiency of project students is enhanced by the TETFUND-sponsored academic training and development; this translates that beneficiaries of TETFUND-sponsored academic training and development are able to efficiently supervised graduating students' projects to conduct quality research that solve societal problems. This of course is in agreement with Eneasator et al. (2019) who gathered substantial evidence to demonstrate that TETFund-sponsored academic staff training programs had an impact on the efficiency and effectiveness of academic staff members in Nigerian education colleges. Also, this study provided evidence that TETFUND-sponsored academic training and development improves the expertise and the mastery of the subject being taught by the beneficiary academic staff at Federal Polytechnic Ado-Ekiti; in

other words, beneficiaries of TETFund training and development get improved understanding of the concepts in subjects matter of their profession which increases their mastery and expertise to deliver quality lectures to their students. This corroborates Ezekwe and Ani (2024) who found that the competency of academic staff at the beneficiary universities is positively impacted by the Tertiary Education Trust Fund's investment in human capacity building, and uphold the study of Adelere (2017) whose result demonstrated a significant positive correlation between productivity at work and employee development and training.

The confidence and skills in teaching and impacting knowledge among the academic staff who are beneficiaries of TETFund training and development sponsor at Federal Polytechnic were greatly enhanced according to the finding of this study, thereby confirming the submission of Aondofa (2021) that academic staff members are occasionally sponsored to attend conferences both domestically and abroad through the TETFund, which is supposed to enhance their research abilities and knowledge as well as boost their confidence in their ability to transfer the knowledge and skills they have gained while performing their jobs. This is further reiterated by Abubakar, et al. (2019) that staff members' attendance at TETFund-sponsored conferences has helped them update their skills and confidence in delivering lectures and other tasks.

Indeed, this study found evidently found that TETFund-sponsored training and development is a stimulant for academic staff engagement and productivity in Federal Polytechnic Ado-Ekiti, Ekiti State, Nigeria. Consequently, the findings of this study affirm the tenets of Human Capital Theory whose core advocacy rests on the assumption that formal education is highly instrumental and necessary to improve the productive capacity of a population, hence, human capital theorists argue that an educated population is a productive population. This argument is further buttressed by Paul and Audu (2019) who averred that training for academic staff improved job quality and timeliness in service delivery while also having a major impact on employee productivity, and Alhassan and Mustapha (2024) who evaluated how training and development affected Federal Polytechnic Nasarawa employees' performance and found that employee performance at Federal Polytechnic Nasarawa was statistically impacted by training and development.

## CONCLUSION

This study focused on the effect of TETFund-sponsored training and development on academic staff engagement and productivity at Federal Polytechnic Ado-Ekiti, Ekiti State Nigeria. Although similar studies have been carried in sister institutions in Nigeria; however, no existing study to the best of researcher's knowledge has been found linking training and development sponsored by TETFund to employee's engagement and productivity in Federal Polytechnic, Ado-Ekiti, even though same institution has been a beneficiary of TETFund interventions since inception to date. Hence, unless the TETFund-sponsored training and development is empirically evaluated with respect to the engagement and productivity of the beneficiaries, it would be difficult for the management of Federal Polytechnic Ado-Ekiti to conclude scientifically that her academic staff are better equipped with needed skills and knowledge that make them make them adequately engaged and productive in their line of duties; in the same manner, the TETFund as a body would equally find it hard to make a categorical statement that the objective behind establishment of TETFund has been accomplished and neither can they understand where improvement needs to be made if this study is not carried out across the beneficiary institutions in Nigeria. Based on the stated specific objectives, and the hypotheses conjectured and tested at 0.05 critical value, the concludes specifically that TETFund-sponsored training and development positively stimulates academic staff's loyalty to employer, motivation and commitment to duties, continuity of service and willingness to make necessary sacrifice to attain success for employer at Federal Polytechnic Ado-Ekiti, Ekiti State Nigeria. Similarly, the study concludes that TETFund-sponsored training and development enhances conduct and publication of more scholarly articles, improved research output quality, improved mastery of subject and professional expertise, propel efficient project supervision while increasing the technical skills and confidence required for delivery of quality lectures in classes. Sequel to the foregoing, the study concludes generally that TETFund-sponsored training and development is a



strong stimulant for academic staff engagement and productivity in Federal Polytechnic Ado-Ekiti, Ekiti State Nigeria. This conclusion is in tandem with those of Ogunode (2024) whose conclusion notes that the Tertiary Education Trust Fund has made significant contributions to the growth of research programs, human resources, and infrastructure facilities, and Halidu (2015) who evaluated the effect of training and development on workers' productivity and submitted that training and development initiatives boost workers' abilities and performance at work and give them the technical know-how and resources they need to face today's challenges while serving as a useful tool for maintaining and increasing academic productivity among employees.

## REFERENCE

- Abiodun, G.J., (1999). A multiple study investigation of the dimensionality of job involvement. *Journal of Vocational Behavior*, 19-36.
- Abdullahi, M. A., Gwadab, Z. L. & Ibrahim, M. B. (2018). Effect of training and development on employee's productivity among academic staff of Kano state Polytechnic, Nigeria. *Asian People Journal (APJ)*, 1(2), 264-286.
- Abubakar, M. J., Musa, H. S. & Muhammad, G. S. (2019). Impact of tertiary education trust fund's interventions on staff training and development of institutions in North-west, Nigeria. *Al-Hikmah Journal of Education*, 6(1), 65-75.
- Adamu, Y., Ogu, M. A. & Abudllahi, S. A. (2021) Impact of TETFund Interventions on human capital development in Federal Polytechnics in the North Western Nigeria. *EPR. International Journal of Multidisciplinary Research*, 7(7), 672-680
- Adelere, M. A. (2019). Effect of staff training and development on organisational performance: evidence from Nigerian bottling company. *Arabian Journal of Business and Management Review*, 6(12), 10-24.
- Adeniji, R. F. (2002). Afshan, S., Sobia, I., Kamran, A. & Nasir, M. (2012) Impact of training on employees performance: a study of telecommunication sector in Pakistan *Interdisciplinary Journal of Contemporary Research in Business*. 4(6).
- Akomolafe, C. O. & Fawziyah, B. A. (2019). Academic Staff Training and the challenges of accessing TETFund in Southwest Nigerian Universities. *Literacy Information and Computer Education Journal (LICEJ)*, 10(3), 3271-3277.
- Alhasan, A. A. & Mustapha, M. B. (2024). Impact of training and development on employe performance in Federal Polytechnic Nasarawa. *International Journal of Novel Research in Physics Chemistry & Mathematics*, 11(2), 8-16.
- Aminu, K. & Aminu. A. A. (2018). Effect of Tertiary Education Trust Fund (TETFUND) Intervention on the performance of academic staff of Ramat Polytechnic Maiduguri, Borno state, Nigeria *International Journal of Multidisciplinary Research*, 2(4), 116-125.
- Aondofa, C. A. (2022). TETFund sponsored 30,000 lecturers for masters, PhD programmes. Retrieved from <https://www.google.com/amp/s/www.theabusites.com/tetfund-sponsored-30000-lecturers-msc-phd/%3famp>
- Asaba, F. A. (2021). Over N300 billion disbursed to 226 tertiary institutions in 2021. Retrieved from. <https://www.google.com/amp/s/www.vanguardngr.com/2021/08/over-n300-billion-disbursed-to-226-tertiary-institutions-in-2021-tetfund-chairman/amp/>
- Asaju K. (2008). Manpower Training and Development: An Essential Tool for Achieving Organizational Goals. *Journal of management and enterprise development*, 5(2), 45-54

- Eneasator, G.O., Azubuike, K. A. & Orji, F. O. (2019). The effects of manpower development efforts of the Tertiary Education Trust Fund (TET-Fund) on Productivity and Performance of Academic Staff Members of Colleges of Education in Nigeria. *American Journal of Creative Education*, 2(3), 149-160
- Daniel, W. (2010). Individual and contextual influences on multiple dimensions of training effectiveness. *Journal of European Industrial Training*, 7(3), 282-290.
- EduCeleb (2021). 27,383 got TETFund scholarships in 10 years. Retrieved from <https://www.google.com/amp/s/educeleb.com/tetfund-scholarship-conferences-2011-2020/amp/>
- Elena, P. (2000) Employee Development through self-development in three retail banks. *Journal of Personnel Review* 29 (4): 491-508.
- Ezekwe, E. A. & Ani, K.J. (2024). Impact of Tertiary Education Trust Fund intervention in academic staff training and development within the South East public universities. *African Journal of Development Studies (AJDS)*, 14(2), 249 – 261.
- Harvey, M. (2002). Human Resources Management in Africa: Alice's Adventures in Wonderland. *International Journal of Human Resources Management*. 13(7), 1119 – 1145.
- Ipe, M. (2003). Knowledge sharing in organizations: A conceptual framework, *Human Resource Development Review*, 2(4), 337-359.
- Irene, F. L. (2009). A Thesis on the Impact of Training and Development on the Worker Performance and Productivity in the Public Sector Organizations: A case study of Ghana Ports and Harbours Authority, (Submitted Thesis), Institute of Distance Learning: KNUST
- Jehanzeb, K., & Bashir, N. A. (2013). Training and development program and its benefits to employee and organization: A conceptual study. *European Journal of Business and Management*, 5(2), 243-252.
- Kinicki, A. & Kreitner, R. 2007. *Organizational Behavior*, New York. McGrawHill.
- Kolawole, S. A. (2019). Human resource management practices and employee engagement in manufacturing firms in Nigeria, Published Ph.D Thesis. Kenya: Jomo Kenyatta University of Agriculture and Technology.
- Kraak, A. (2005). Human Resources Development and the Skills Crisis in South Africa: the Need for Multi-pronged Strategy. *Journal of Education and Work* 18(1) 57–83.
- Larry E.U & Joseph O.N (2014). Tertiary Education Trust Fund interventions and Sustainable Development in Nigerian Universities: Evidence from Ebonyi State University, Abakalik: *Journal of Sustainable Development*; 7(4), 23-35.
- Liu, Z. A. (2016). Study on the development of structure model of engagement for knowledge employee. *Business management*, 11, 65-69.
- Iorkpiligh, I.T., Jato, S.T. & Ogah, O. (2024). Impact of Tertiary Education Trust Fund (TETFUND) on academic staff development to all benefiting tertiary institutions in Benue state of Nigeria. *International Journal of Novel Research in Physics Chemistry & Mathematics*, 11(2), 8 – 16
- Gallup Organization (2008). What your disaffected workers cost. *Gallup Management Journal*. Retrieved from [www.gallup.com](http://www.gallup.com).
- Njoku, R. (2007). *Human Resource Management*, Aba: Cheedal Global Prints
- Nwachukwu, C. (1998). *Personnel Administration in Organization*, Port Harcourt: Uniport Press.
- Nassazi, N. (2013) Effects of training on employee performance: Evidence from Uganda, Unpublished Ph.D Thesis. Vassa Finland: University of Applied Sciences.
- Nasidi, Y., Kamaruddeen, A. M., Barau, L. S., & Nuhu, M. B. (2018). Relationship between Centralization and Construction Waste Disposal among Construction Organization.

- Nduagu, N. J. & Saidu, Y. A. (2021). Influence of TETFund intervention on staff and infrastructural development for improving quality tertiary education in Abia State, Nigeria. *International Journal of Management Studies and Social Science Research*, 3, 1-10.
- Macey, W. H., & Schneider, B. (2008). The meaning of employee engagement
- Makinde, O., Tayo, F. O. & Olaniyan, T. S. (2018). The effect of employee engagement and\educational qualification on employee productivity in Nigerian Banking industry
- Obih, S. O. & Akamike, O. J (n.d.). The emerging myths and realities of human resources and capital development in Nigeria. *Proceedings of the 1st International Technology, Education and Environment Conference*. African Society for Scientific Research (ASSR)
- Obisi, C. (1996). *Personnel Management*. Ibadan: Freman Publications.
- Ogunde, A. (2011). Nigerians Spend Over \$2 Billion Annually on Foreign Degrees.
- Ogunode, N. J. (2023). Impact of Tertiary Education Trust Fund (TETFUND) on tertiary education development in Nigeria. *American Journal of Public Diplomacy and International Studies*, 01(05), 2993-2157.
- Onasanya, F. A.B. (1999). *Effective Personnel Management and Industrial Relations*, Lagos: CMD
- Onyeizugbe C. U, Obiageli L. O & Igbodo R. O (2013). TETFund International Programmes and Academic Staff Development of Selected Universities in South East Nigeria: *Journal of Economics and Public Finance*, 3(5), 45-54.
- Olaniyan, D. A. & Ojo, L. B. (2008). Staff training and development: a vital tool for organisational effectiveness. *European Journal of Scientific Research*, 24(3) 326-331
- Olaniyan, D. A. & Okemakinde, T. (2008). Human capital theory: implications for educational development. *Pakistan Journal of Social Sciences*, 5(5), 479-483.
- Oloruntoba, A. (2006). The Effect of training on employee performance. *European Journal of Business and Management* 5(4), 2-12
- Onichakwe, C. S. (2013). An appraisal of training and development in organizations in Nigeria: employee and organizational growth performance pivotal. *International Journal of Development and Management Review*, 8(1), 256-264.
- Oppong, B. (2017). The perception of training and organisational commitment among staff of Ghana Immigration Service in the Upper West Region. *MBA Dissertation*, University of Cape Coast
- Oyeniya, A. (2002). *Effective Training; Systems, Strategies and Practices*; 3rd edition; Lagos.
- Oyigbenu, Z. O. (2020). Effect of Employees' training on performance of academic staff of some selected Tertiary Institutions in Nasarawa State (2011-2017). *African Journal of Social Sciences and Humanities Research*, 3(6), 65-77
- Ozigbo, N. C. (2012) Implications of Human Resources Management and Organizational Culture Adoption on Knowledge Management Practices in Nigerian Oil and Gas Industry, *Communications of the IIMA*, 12(3), Available at: <http://scholarworks.lib.csusb.edu/ciima/vol12/iss3/6>
- Paul, G. D. & Audu, L. S. (2019). Effects of training of academic staff on employees' performance in Federal Polytechnics, Nigeria. *International Journal of Engineering Technology and Management Research*, 6(9), 1-21.
- Peretomode, V.F & Peretomode, O. (2001). *Human resources management*. Lagos: Obaroh and Ogbinaka Publishers Ltd
- Perryman, S., & Hayday, S. (2004). *The drivers of employee engagement report 408*, institute for employment studies, UK
- Pitfield, R.C. (2012). *Effective human resource development*. California: Jossey: Bass Inc. P Publishers.

- Psacharopoulos, G. & Woodhall, M. (1997). Education for development: an analysis of investment choice. New York: Oxford University Press
- Reid M, Barrington H, & Kenney J. (1992). Training interventions, 2nd ed. London: Institute of Personnel Management; San Francisco, CA:
- Rodriguez, J. & Walters, K. (2017). The importance of training and development in employee performance and evaluation. *International Journal Peer Reviewed Journal Refereed*, 4(25), 202-212.
- Rosenwald, M. (2000). Working class: More companies are creating corporate universities to help employees sharpen skills and learn new ones. *Boston Globe*, H1.
- Sakamoto, A. & Powers, P. A. (1995). Education and the dual labour market for Japanese men in America. *Sociology Review*, 60(2), 222-246
- Salman, I. (2015). Employees' perceptions of human resource management practices and Knowledge sharing Behaviour, Published Dissertation. New Zealand: Massey University, Palmerston North.
- Saunders, M., Lewis, P. and Thornhill, A. (2009). *Research Methods for Business Students*. 5<sup>th</sup> ed. Prentice Hall: London.
- Shaw, K. (2005). Employee engagement and creativity. How to build a high performance \ workforce. Melcrum Publishing Limited.
- Sheeba, M. J. & Christopher, P. B. (2020). Exploring the role of training and development in creating innovative work behaviors and accomplishing non-routine cognitive jobs for organizational effectiveness. *Journal of Critical Reviews*, 7(4), 263-267.
- Saks, S. (2006). The Science of Training: A Decade of Progress. *Annual Review of Psychology*, 52, 471–499.
- Sardar, S., Rehman, A., Yousaf, U., & Aijaz, A. (2011). Impact of HR practices on employee engagement in banking sector of Pakistan. *Interdisciplinary Journal of Contemporary Research in Business*, 2(9), 378-389.
- Shulgana S. (2011) A study on employee engagement at manufacturing industries. *Global Management Review*, 5(3), 45-45.
- Shuaibu S. & Abuhuraira A. M. (2024). Assessing the transformative impact of TETFund intervention on academic staff training and development in North-West Nigerian University. *Research Journal of Humanities, Legal Studies & International Development*, 6(1),
- Smart Ways to Increase Employee Engagement. (2018). Smart ways to increase employee engagement. Retrieved from <https://www.jobberman.com/discover/employee-engagement>
- Soane, E., Truss, C., Alfes, K., Shantz, A., Rees, C., & Gatenbytt, M. (2012). Development and application of a new measure of employee engagement: The ISA engagement scale. *Human resource development international*, 15(5), 529-547.
- Sweetland, S. R. (1996). Human capital theory: foundations of a field of inquiry. *Review of Educational Research*, 66(3), 341-359
- Uyeri, A.O., (2016). The relationship between manpower development and lecturers productivity in colleges of education in delta state. *Global Journal of Management and Business Research*, 16(10), 64-78.
- Wilson, A. (2001). Corporate reputation: Seeking a definition, *Corporate Communications*. *An International Journal*, 6 (1), 24-30.
- Woodhall, M. (1987). Human capital concepts in organisation. *Economics of Education Research and Studies*, 3(4), 21-24
- Vinesh, O. (2014). Role of training & development in an organizational development. *International Journal of Management and International Business Studies*. 4(2), 213-220.



Yusuf, N.,1, Aminu, G. W., Adeogun, A. S.& Bagava, Y. H. (2020). Influence of training and career development on employee engagement among nonacademic staff of University. *International Journal of Intellectual Discourse*, 3(2), 383-395.