

ASSESSMENT OF TET-FUND INTERVENTION PROGRAMMES IN GOMBE STATE
UNIVERSITY (2009-2019)

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Abstract

The crisis of funding education gave birth to the formation of Education Tax Fund (ETF) in 1993 later was changed to Tertiary Education Trust Fund (TET-fund) in 2011. Given the role of university education in performance of any country, the need for such finance to improve education cannot be over emphasized. This study assessed TET-fund intervention programmes in Gombe state university, for the period of 2009-2019, specifically in the areas of infrastructural development, academic staff development and conference attendances respectively. Two research questions were formulated to guide the study. Data were collected documented from Director Works Gombe state university, TET-fund intervention implementation committees on study fellowship and conference attendances among others and was analyzed qualitatively. The Public Goods Theory was used as a theoretical framework. From the findings made so far, TET-fund has contributed more on infrastructural development, than academic staff development in the university. Accordingly, it is recommended that, Gombe state government should assist in the funding capital projects or infrastructure and academic staff development rather than depending fully on TET-fund interventions.

Key Words: TET-fund, University, Education, Infrastructure, Academic staff, Conferences and Development

Introduction

All around the world, education is regarded as a major contributing factor to national development, according to Universal Declaration of Human Right in Articles (2) paragraph (1) declared that education is a fundamental human rights should be responsible for the people in all livelihood and governments should be responsible for education of the people at all levels. In recent time there has been emphasis for all citizens to have access to education.

In the light of this, World Bank/UNICEF (1996) stated that education generally and university education particularly is the basis to the construction of knowledge and general well-being of the society at large. Globally, education is also considered as the highest tertiary institution that is saddle with responsibility of the dissemination of knowledge and skills from lower to higher level of manpower. Research has shown that, the capacity of a country to achieved its potential and largely dependent on its university education, since it is the apex among tertiary education this was the reason why, the Nigerian government set out objective to be actualized through education in the National Policy on Education (2004:25) “education shall make optimum contribution to national development; intensifying and diversifying its programmes for the need of the country”.

However, we cannot overemphasis the role of university education. With this the constitution of the Federal Republic of Nigeria has made education a concurrent function for federal and states governments. This gives the states and federal government right to run the universities. With respect to role of university education to national development the former governor Muhammad Danjuma Goje (Sarkin Yakin Gombe) has played prominent role in the development of Gombe state university, which is determined to transform the education sector by making university education available and cheaper for the state, given the absence of state owned tertiary institutions in Gombe state and that of the thousands of youth had been competing for admission into higher institutions in neighbouring state, (Abdullahi, 2014).

Since the inception of Gombe state university, there was decay in infrastructural development, which is one of the challenges confronted the availability of educational infrastructure in the university. In this line of action, the buildings were restructured and teachings started in renovated classrooms of the former Government Secondary School, the Administrative office of former Gombe Higher Teachers College were remodelled and served as Central Administrative Block. Senate and Council Building, the Laboratories were located in four Blocks of restructured and remodelled former Female Secondary School dormitories. Like other infrastructures the management of the university used its own initiative in restructuring and remodelling the dormitories of the former Government Secondary Schools, to serve as temporary hostels for the university students. While some of the new structures includes: the university Library, the College of Medical Sciences and Faculty of Pharmaceutical Science among others, (Abdullahi, 2014).

The second challenge has to do with the academic staff development, at the inception of the university only few academics were qualified to teach. The university depended heavily on visiting lecturers and expatriate. It was only two senior academics decided to transfer their services to the university. This problem had pushed the university management to appoint as many expatriate academic staff as possible, where by making the university management universal, as visiting lecturers and those coming on sabbatical, the university had also lecturers from Ghana, Cameroon, India and Sri Lanka etc, (Adamu and Jimada, 2014).

For effective teaching and learning to take place hence, the need for adequate infrastructures and academic staff development. Unluckily, Gombe state university is incapable of actualizing infrastructural development and academic staff development due to poor funding. This has been the reason why UNESCO suggested 26% benchmark for education sectors. Evidence has shown that budgetary allocation by the Nigeria government has not achieved the recommendation. Gombe state university is also, guilty in this direction.

In 1992 Federal Government and Academic Staff Union of Universities (ASUU) came up with a proposal that national companies and industries shall be made to pay 2% yearly profits for the development of education. It was called Education Trust Fund (ETF), the government implemented and distributed to primary, secondary and tertiary institutions in the country, thereby making it less effective. In 2011 Education Trust Fund (ETF) was changed to Tertiary Education Trust Fund (TET-fund) and also limited the

scope of its intervention to Universities, Polytechnics Colleges of Education. With the priority given to the funds was to utilize the two percent (2%) education tax for the provisions of critical physical infrastructure and equipment; instructional materials, academic staff training and development; conference attendances; ICT support; library and laboratory development and other needs that is relevant to the fund. Therefore, Gombe state university is not left out. Against this background this study seeks to assess TET-fund intervention programmes in Gombe state university from 2009-2019.

Statement of the problem

The constitution of the Federal Republic of Nigeria 1979 and 1999 as (amended) has put education under a concurrent function for both the federal and states government. The states government have been given the responsibility of administering by the constitution. This has made Gombe state government saddle with the responsibility of managing Gombe State University. Unfortunately and regrettably, the state government abandon its funding, particularly in the areas of capital projects or infrastructure development and academic staff development.

Furthermore, the state government had always made budgetary provisions to the university, but the funds were not released, thereby leaving the projects unimplemented, (ASUU, 2019). The Government has failed in the provision of adequate educational infrastructure; such as the class rooms and lectures theatres were overcrowded with no functional facilities. This can be illustrated prior to TET-fund intervention in Gombe state university, where by many students during lecture hours ran up and down in search for lecture venues, has made learning so stressful; laboratories lack basic equipment as well as consumable were either absent or outdated; libraries were poorly furnished, mostly insufficient in terms of space, outdated books and journals; students accommodation and the staff offices were inadequate in number and space crowded among other. Besides, the provision of infrastructure by the state government is almost non-existent. If you go round the university, you will not discover any capital projects being funded by the state government, except the ones being undertaken under TET-fund.

On the other hand, academic staff a good number of colleagues who have gotten admission for master and doctorate degrees programmes could not proceed as there are sponsorships opportunities or no special funds set aside for academic staff development in the university. The report from Committees of Needs Assessment of Nigerian Public Universities 2013, revealed that Gombe State University was understaffed in the senior lecturers cadres, while the junior lecturers were overstretched with the work. This implies that the university relied heavily on part-time (visiting and sabbatical) lecturers. Sadly, academic staff cannot be sponsored for study fellowship and conferences except where TET-fund scholarship is available.

This has been the reason, in section 7 (1) a-e of the TET-fund establishment Act 2011, TET-fund is a constitutional provision that is meant to guarantee financial supports to all public tertiary institutions, specifically, in the areas of; physical infrastructure, equipment procurement, ICT support, entrepreneurship centres, library and laboratory developments and academic staff training and development as well as conference attendances among others. It seems that the states government took advantage of the intervention thereby relying fully on TET-fund intervention. Notwithstanding, TET-fund has been the backbone of financing infrastructures and academic staff developments in Gombe state university for the last 10 years or so. It is important to assess the implementation of TET-fund intervention programmes in Gombe state university from 2009-2019.

Objectives of the Study

The broad objective of this study is to assess TET-fund intervention programmes in Gombe state university from 2009 to 2019. The specific objectives are:

1. To examine whether TET-fund intervention has improved on infrastructural development in Gombe State University.
2. To find out whether TET-fund intervention has enhanced conference attendances, academic staff training and development in Gombe State University.

Literature Review

Conceptual Issues

Concept of Education

The concept of education in various disciplines has different approaches. The word education is derived from latin word “Educare”. Fafunwa (1994) sees education as what each generation gives to its younger ones that would makes them develop attitudes, abilities, skills and other behaviour which are the positive values to the society in which they live.

From the above, the National Policy of Education (FGN, 2004) has described education as an instrument that contributed to national development. It affirmed that, education shall continue to be highly rated as the most important instrument to change. Truly, any fundamental change in the intellectual and social outlook of a nation has to be founded by an educational revolution because; it is the securest means of developing the individual into a sound and effective citizen. Therefore, education of any country is generally categorically divided into three parts as follows; primary, secondary and tertiary education. However, our focus in this study is the tertiary education as a vehicle, through which human resource development is to be achieved.

Concept of University Education in Nigeria

The university education can be classified, as state and federal establishment known as first, second and third generation institutions, (Harnett, 2002). The federal institutions are owned and funded by federal government, while the states are owned and financed by the states. Again, tertiary education in Nigeria can be further divided into the public and private.

In view of the above, the federal government in Nigeria, established enabling law to finance higher education towards producing high level relevant manpower training, self-reliance, national utility, through the establishment of both conventional and special universities, polytechnics, colleges of education in difference parts of the country by the federal, state governments, private organizations, individuals and religious bodies.

As the beginning of the nation’s educational system, Nigeria like any other nation places high priority on university education, especially as it concerns human resources and infrastructure owing to the above fact, it becomes necessary that universities to meet up with the manpower needs of the nation.

The Need for Infrastructural Development in University Education

Educational infrastructure involved the convenience places to learn. This is the major features needed to ensure access to education. In the word of Akinsolu, (2012) Physical infrastructure has contributes effectively to teaching and learning environment in the educational system. He also added that in order to achieved educational objective there is need for availability of infrastructure. In supporting the above view, Adeboyeje in Akinsolu (2012) collectively, stated availability of infrastructure depends on the quality of instruction and performance of the learners. The infrastructure such as: buildings, lecture theatres or classrooms, library and others are important resources that facilitate all around development of man and his environment, Jonathan, (2010).

There is need for university to use requisite infrastructures to teach the skills and knowledge for students and lecturers need to be more productive, they need available infrastructural tool in their teaching. The infrastructures included not limited to the following:

Lecture Theatre/Classrooms: Class rooms are the places where teaching takes place. To ensure that these achieved, they is need for students and teachers interactions for effective teaching to take place. Regrettably, most universities in Nigeria, the lecture halls and class rooms are overcrowded with no good lectures theatres/classrooms. Many students occupying a room normally designed for small group. Similarly, this problem applied to the classrooms and lecture theatres where you find students sitting on the windows, while others stand throughout a lecture due to overcrowding. This shows that there has been tremendous increase in the admissions without corresponding expansion of the facilities in the higher institutions particularly the university education.

Library Development: The libraries in most Nigeria universities stocked with updated text-books with current journals grossly insufficient. The library is at the centre of academic activities in any university. Library development is an aspect of the teaching and learning process that is important both to the students and staff. Libraries are important information and data storage facilities that have been designed and developed as a mechanism for extending human memory and fulfilling their curiosity.

Okonjo (2006) further added that for any university to be strong academically, it must have a formidable library put in place. This is the reason why the top universities globally such as (Harvard, Cambridge, Tokyo and California) are academically strength and quality, because their libraries are well equipped. The acute shortage of educational facilities in universities in Nigeria has led to decrease in the quality of university education in the country.

Laboratory Development: In most cases, science laboratories and technical education workshops in Nigeria universities are grossly empty, shortage of equipment needed for effective teaching and learning. It is common to see a students graduating from physics department without handling calliper and pendulum apparatus. However for universities education to be able to play these roles they need to possess good laboratories among others.

The Need for Academic Staff Development in University

Academic staff development is concerned with the advancement, the expansion of his/her ability to minimize his potentials fully and to apply his knowledge and experience to the development of mankind. Kulkarni (2013) added that training and development aimed at developing competencies such as technical, human, conceptual and managerial for the furtherance of individual and organizational growth. Onah (2003), maintains that at a time of global change and new development of ideas of doing things in order to achieve individual and organizational objectives.

In the word of Kulkarni (2013) on the job training may be seen as thus; job instruction, apprenticeship and coaching, job rotation, committed assignment, internship training and training through step by step. The university hence consists of human and material resources which, are made up of structures, machines, money, method and facilities, the human stands as the most valuable asset as institutions can depend on the function. This implies that no matter how advance in science and technology a country is, it cannot be represented by its buildings, equipments, rather it is the achievement and development of human resources that is responsible for its increase in productivity (Ngu, 1994).

The above assertion it is true that, no matter the quality and quantity of financial and material resources provided in organisations, they cannot produce the desired result without new knowledge and effort of academic staff.

Conferences: A conference is the most general term used to indicate a meeting for discussion most commonly adopted by association and organisation for their regular meeting. Conference is organised with a theme, which encourage participants write on various themes. (<http://www.en.wikipedia.org/wiki/conference>).

Seminars: is a form of academic instruction either at an academic institution or offered by commercial. It has the function of bringing together small groups for recurring meeting, focusing participant. (<http://www.en.wikipedia.org/wiki/seminar>).

Workshop: In workshop participants play a more active role and there is time when personalized help and assistance is forthcoming from teacher, individual attention on the participant is possible, because in a workshop, number of participant is kept low purposely.

It is true and there is no doubt Croft, (1964) re-stated that conferences, seminars and workshops make it available for staff to acquired new knowledge and ideas. The procedure of “publish or perish” applied on university staff on overwhelming duty is continuously renew their knowledge in order to enhance in their career. Study-fellowships are given to academic staff to attend postgraduate training in Nigeria universities education and foreign universities.

The need for academic staff training and development is self-evident to most organization. In fact, following the process of matching the needs of the organization with the needs of the employees through the

employee process, the next stage should be that of training and developing the employee's capacity to perform in his research, Flippo (1980.p.181).

Accordingly, many organizations have come to realize the need of training so much that some large corporations now operate training and educational facilities that are equal and in some cases even superior to many small places of learning.

The Over View of TET-fund

Generally, the Babangida's regime, has realised the situations of tertiary education in Nigeria he took a steps in arresting the educational system. Upon assumption of office in 1990, it constituted the commission on the review of higher education in Nigeria, (Grey Lange Commission) to review the post independence higher education after Lord Ashby's commission of 1959. The Lange Commission recommended among others the funding of education through earmarked tax to be borne by companies operating in Nigeria.

Therein, in 1993 the Education Tax Act No.7 of 1993 was enacted alongside other related decrees. The dialogue between the Federal Government and Academic Staff Union of Universities resulted in the formation of Education Tax Decrees of No.7 of 1993. The decrees agreed on two (2) percent tax on the profits of all companies registered in Nigeria. This was aimed at addressing the challenges of poor funding, restructuring decaying and restoring the lost glory of education. The Education Tax Act of No.7 of 1993 mandated that the fund to operate an intervention fund at all levels of public education such as; primary, secondary and tertiary levels. Education Trust Fund (ETF) was replaced by the Tertiary Education Trust Fund (TET-fund) Act No.40 of 2011 and the scope was limited to tertiary education.

Focus and TET-fund Intervention Categories

The areas of intervention was provided in section 7 (1) (a) to (e) of the TET-fund Act 2011, to run and send money for the operations of both federal and state public tertiary educational institutions, specifically in the provision of the following as approved by the board of trustees. TET-fund intervention can be categorized as:

Normal (Regular) Intervention: This is a yearly intervention for all beneficiaries of TET-fund such as; essential physical infrastructure and equipment/furniture-based intervention projects; research and publication; academic staff training and development; library and conference attendance.

Special High Intervention: This is normally decision of the Board of Trustees as enacted in the existing Act. **Special High Impact Intervention:** This involves provisions of funds into selected tertiary institutions to achieve a massive turnaround programmes upgrade and improvement in the teaching and learning environment. Beneficiaries are selected by the Board Trustees based on the institutions per geo-political zone amongst other guidelines. The special high interventions programme started in 2009 (TETFUND, 2004).

Empirical Literature Review

TET-fund intervention on Infrastructural Development

Cynado (2014), discoursed on the causes, challenges of poor infrastructural development and global economy and measures through TET-fund intervention agency, with focus to Anambra state in the year 2014. The research made used of both primary, secondary sources and eye witness account. The study adopted normative theoretical framework in its analysis. The research found out that the standard of infrastructural development in tertiary education is at a very sorry state. The study recommended the improvement in the standard of education would help to reduce level of world economic recession. Omubude, Ikhisemojie, Oyetunji and Omorogbe (2016) evaluated the TET-fund intervention scheme on the development of infrastructure in University of Benin. The study was empirical in nature. Data were collected using documentary instrument, literature, direct observation and oral interview with relevant officers and staff of the University of Benin, who have direct connection with the TET-fund disbursement and fund utilization in the university. The study revealed that, research activities have been at a low level in the university and has led to the decline in the quality of infrastructure, which is visible through lack of modern scientific laboratories. This study also

recommended the funding as a key driver for achieving sustainable infrastructural in Nigeria tertiary institutions.

In the same vein, Muhammad (2018) assessed the influence of TET-fund intervention on academic activities in business education departments in Nigeria Colleges of Education through provision of physical infrastructure and instructional materials. The findings showed that TET-fund intervention has not significantly influenced the provision of physical infrastructures in business education in colleges of education in north-west Nigeria. The researcher concluded that the failure of TET-fund to provide funds for provision of these physical infrastructures, instructional materials. Finally the research made some recommendations among them was that TE-fund should provide funds for provision of physical infrastructure for the Business Education Departments in Colleges of Education in North-West Nigeria. This study focus on the influence of TET-fund intervention on provision of physical infrastructures in Business Education Departments in Colleges of Education in North-west Nigeria, fail to assessed TET-fund intervention programme in Gombe State University.

Aprebo and Wey (2018), the study focused on accessing and utilizing TET-fund facilities for infrastructural development by universities in Rivers and Bayelsa States. The study adopted a descriptive survey design. The result show that TET-fund facilities are utilized for infrastructural development, however, it was recommended that no particular tribe or ethnic group should be given priority in TET-fund grant at the expense of other universities in Nigeria should also ensure that TET-fund facilities are used for infrastructural development and not for personal purpose.

TET-fund Intervention on Academic Staff development

The work of, Onyeizugbe, Obiageli and Igbodo (2016) investigated TET-Fund international programmes and academic staff development in South-East Nigeria. The study determined the extent to which universities in the south eastern part of Nigeria have been able to access and utilize funds allocated to them by this agency with respect to training of academic staff overseas. Two universities were selected for this research such as University of Nigeria, Nsukka and Ebonyi State University, Abakiliki. Published works of TET-fund as well as literature on related terms were reviewed. The research found that there is positive significant relationship between TET-Fund's international training programme and academic staff advancement in the Universities in south east of Nigeria. It further revealed that funds allocated to these universities over time were under assessed due to their inability to meet conditions. The research recommended that the universities should avoid partiality in nominating staff for training, conferences and workshops as well as TET-Fund should give opportunity to institutions that missed their funds to access them in the next year. Similarly, the study was limited to training of academic staff in overseas and did not cover local training for academic staff, the need for this study to close the gap.

In the work of Francisco, Ali and Agbo, (2017) the study was undertaken to evaluate the impact of TET-fund intervention on staff development in south-east geo-political zone of Nigeria. Four research questions and one null hypothesis guided the study. While the result of the study revealed that both academic and non academic staff of the institutions utilized the opportunity offered by TET-fund to acquire higher degrees, attend nation and international conferences and write books and articles for publications. In the light of these findings, the study recommended among other thing that 3 percent should be deducted from the profit of all registered companies in Nigeria, instead of 2 percent made available to TET-fund office to enable the carry out their works effectively. Udu and Nkwede (2018) examined the Role of Tertiary Education Trust Fund in the Training of Academic Staff in Tertiary Institutions in Nigeria; the case study of College of Education, Ikere- Ekiti. The study adopted descriptive statistics in its analysis. The study found out that TET-fund intervention enhanced staff capacity building and development and improve their ability to deliver quality teaching to students. The study therefore, found out that federal Government cannot bear the cost and burden of tertiary institutions financial needs. The study therefore, recommended that private organisation, Non-Governmental Organisation NGOs, should assist in the funding of institutions. The study did not capture conferences for academic staff. This is the reason for this study.

Zabby and Leyira (2019), investigated the relationship between tertiary education trust fund (TET-fund) and development of academic staff in tertiary institutions in Nigeria from 2009-2017. The research

adopted ex-post-facto research design for the study. The study used relevant cross sectional secondary data obtained from TET-fund websites, National Bureau of statistics, pearson product moment correlation and simple regression model. The findings revealed mixed results. TET-fund positively correlated with project development research and journal publications as well as library development, but did not have significant relationship. The study recommends more funds should be allocated with proactive monitoring team for transformation of inadequate and sustainable project facilities within the universities system, so that the challenges of underfunding can be addressed for effective development.

Danta, N. Mongaring, (2017) investigated the impact of TET-fund in the provision of infrastructural development in Gombe State University. The study revealed that the impact on TET-fund intervention in the provision of infrastructure in Gombe State University is high. However, Danta's remains the only study on TET-fund in the provision of infrastructure in Gombe state university. This is where this study derives its relevance as it intended to assess the implementation of TET-fund intervention programmes in Gombe state university.

Theoretical Framework

Public Goods theory propounded by Paul Samuelson (1999) form the focus for this research. However, public good theory originated from (Richard Musgrave, 1959) explains the role of the state in the economy. Musgrave's considered private good as those goods that are satisfied by the market mechanism, within effective demand. Private goods, in the other hand, may be broken into units and charged by individual user and available in the market place. Others may be excluded from their use.

With this economist argued that public goods will be under provided, if left to private mechanisms since the private provider would under-invest in their provision. Paul Samuelson's Public Good Theory of 1999, was built on the work of Richard Musgrave. Samuelson's argued that, it is at this juncture government is expected to step in where the market mechanism failed due to various types of public goods characteristics. The theory identified the roles of governments in correcting various forms of market failure: ensuring an equitable distribution of wealth and maintain stability in the macro-economy at full employment and stable prices, which implies that government and its officials are seen as the custodians of public interest who are in position to maximize social welfare based on the need of its people.

A standard example is education, there is no effective way to provide it for some citizens and excluded others from its benefits, nor to calculate that some citizens benefits more from it than others. Public good theory is relevance to under study area, because good was designed to address the basic needs of a man in the society. TET-fund is a public funds meant to provide public goods includes; class rooms/lecture halls, laboratories, libraries, hostels, academic staff development. Meanwhile, TET-fund intervention in Gombe State University clearly shows the commitment by the government to ensure that good such as infrastructural development and academic staff development are available to the university. The theory is also relevant since it emphasizes the relevance as it provides a frame work for understanding educational needs in tertiary institutions existing in the country and the provision of the needs through TET-fund.

Methodology

To carry out this study documentary research method was adopted basically from documented materials from Director Works, Gombe State University, Reports of the TET-fund Intervention Implementation committees on Study Fellowship for Academic Staff to Foreign and Local Training as well as Conference Attendances, TET-fund website, Report of Academic Staff Union of Universities (ASUU) , Gombe State University Branch, Gombe State Budget (2017-2019) . The information generated was presented using figures, compiled them into a table presentation and other measures of central tendency over the period of the study (2009-2019) and was analysed qualitatively.

Data Presentation, Result and Discussions

Research Objective One

To examine whether TET-fund intervention has improved on infrastructural development in Gombe state university In answering this question the record obtained from Director Works Gombe state university and

Gombe State Government budgets, Academic Staff Union of Universities (ASUU) Gombe state university Branch were presented and analyzed below. The table shows TET-fund intervention on infrastructural development for the period of ten years.

Table 1: TET-fund Intervention on Infrastructural Development in Gombe State University 2009 2019

S/N	Year of Intervention	List of Projects Funded by TET-fund		Work Done
1.	2009/10 Merged Intervention	Construction and Furnishing of No. 2, Five laboratories contain Five Academic Staff Offices for Micro Biology and Biochemistry Dept.	₦ 154,117,724.50	100% Completed
2.	2009/10 Merged Intervention	Procurement and Installation of Lab. Equipment for Micro Biology and Biochemistry Dept. With Capacity of Seven Hundred Students.	₦ 54,663,609.60	100% Completed
3.	2009/10 Merged Intervention	Procurement of Furniture for Micro Biology and Biochemistry Dept. Accommodating over Seven Hundred	₦ 132,462,396.90	100% Completed
4.	2009/10 Merged Normal Intervention	Procurement of Air Conditioners and Windows Blind in offices, library and science laboratories.	₦ 11,052,588.66	100% Completed
5.	2010 Intervention	Construction of 500 seat twin Lecture Theatre that contained Five Hundred Students	₦ 215,391,660.00	100% Completed
6.	2010 Special Intervention	Furnishing of 500 seat twin Lecture Theatre.	₦ 12,425,925.00	100% Completed
7.	2010 Special Intervention	Procurement of Lecture Theatre 500 seats	₦ 12,425,925.60	100% Completed
8.	2010 Special Intervention	Procurement and Installation of Equipment for Classrooms, Library and Laboratory of Faculty of Sciences.	₦ 110,578,450.35	100% Completed
9.	2010/11 Merged Normal Intervention	Procurement of Library Equipment for Medical College.	₦ 14,700,000.00	100% Completed
10.	2011 Special Intervention	Construction of Postgraduate School which contains Eight Conference Rooms Seven Lecture Rooms.	₦ 166,154,580.25	100% Completed
11.	2011 Intervention	Construction and Furnishing of Entrepreneurship Centre with sections for Tailoring and Fisheries etc.	₦ 53,723,765.50	100% Completed
12.	2011 Normal Intervention	Procurement of Furniture for Entrepreneurship Centre has Capacity of over Seven Hundred Students used.	₦ 7,757,379.20	100% Completed
13.	2011 Normal Intervention	Procurement and Installation of Equipments for Entrepreneurship Centre.	₦ 9,569,857.50	100% Completed
14.	2012 Special Intervention	Procurement of vehicles, four Toyota hillux, one with sixteen Seats bus, one thirty Coaster Bus and one Ambulance for Medical College.	₦ 70,728,632.22	100% Completed
15.	2012 Special Intervention	Procurement of lecture theatre 100 seats for faculty of pharmaceutical Sciences.	₦ 12,093,254.30	100% Completed
16.	2012 Intervention	Construction of faculty of pharmacy laboratories with capacity accommodating over two hundred students.	₦ 132,233,147.06	100% Completed
17.	2012 Intervention	Furnishing of faculty of pharmacy laboratories over two hundred seats.	₦ 37,608,642.10	100% Completed
18.	2012 Special Intervention	Construction and furnishing of faculty of science with 500 twin lecture seats.	₦ 212,220,311.00	100% Completed

19.	2012 Special Intervention	Procurement and installation of furniture's for the college of medical sciences with capacity over 500 students.	₹ 99,072,090.15	100% Completed
20.	2012 Special Intervention	Procurement and installation of lab equipment for college of medical sciences	₹ 99,651,536.26	100% Completed
21.	2012 Special Intervention	Procurement of air conditioners and Windows Blind.	₹ 9,388,051.60	100% Completed
22.	2012/13 Merged Normal Intervention	Procurement of office equipment for faculty of pharmaceutical and college of medical sciences.	₹ 232,562,000.00	100% Completed
23.	2012/13 Merged Intervention	Construction of central library with modern facilities, each dept. has library. The university has fifteen libraries.	₹ 306,350,783.50	100% Completed
24.	2012/13 Merged Normal Intervention	Furnishing of central library with modern books-journals over hundred professional books and journals.	₹ 85,959,768.50	100% Completed
25.	2012/13 Merged Intervention	Construction of medical science library	₹ 152,429,739.70	100% Completed
26.	2013 Merged Intervention	Construction of twin 150 seat Lecture Theatre	₹ 82,376,624.,09	100% Completed
27.	2013 Intervention	Procurement of vehicle, two buses, 15, seats and one generator for pharmaceutical science.	₹ 73,784,235.00	100% Completed
28.	2013 Special Intervention	Procurement of furniture over 450 capacities, over 100 computers and over 600 offices equipment.	₹ 98,912,232.00	100% Completed
29.	2013 Special Intervention	Construction of students hostels at medical college of 350 bed space.	₹ 89,418,273.03	100% Completed
30.	2013 Special Intervention	Construction of exams halls at main campus capacity accommodating 550 Students.	₹ 90,531,231.75	100% Completed
31.	2013 Special Intervention	Construction of exams halls at teaching hospital of capacity of 500 students.	₹ 90,338,613.75	100% Completed
32.	2013 Special Intervention	Construction of academic staff office with over 500 in various dept.	₹ 90,327,557.25	100% Completed
33.	2013 Special Intervention	Construction and furnishing of 500 seats twin lecture theatre.	₹ 223,970,000.00	100% Completed
34.	2013 Special Intervention	Construction and furnishing of nos. 4, 250 seats capacity auditorium.	₹ 226,811,342.45	100% Completed
35.	2013 Special Intervention	Construction of faculty of science complex.	₹ 1,382,623,315.5	100% Completed
36.	2013 Special Intervention	Construction of ICT Centre.	₹ 407,945,264.99	100% Completed
37.	2013 Special Intervention	Manufacture and installation of furniture over 626 people.	₹ 25,789,453.63	100% Completed
38.	2013 Intervention	Construction and furnishing of nos. 280 seat Lecture Theatre for pharmaceutical Science.	₹ 187,967,478.63	100% Completed
39.	2013 Special Intervention	Construction and furnishing of three storey hostel containing 50 bed space.	₹ 2,000,000,000	100% Completed
40.	2013/14 Merged Intervention	Procurement of main library equipment.	₹ 160,000,000.00	100% Completed
41.	2014 Special Intervention	Construction of skills acquisition.	₹ 91,690,500.00	100% Completed

42.	2014 Intervention	Procurement and installation of integrated solar parents for street light, inverters and accessories.	₦ 199,710,800.00	100% Completed
43.	2014 Special Intervention	Construction of three storey 500 bed space for hostels.	₦ 600,600,000.00	100% Completed
44	2014 Special Intervention	Construction of 3 Nos. of Students Hostels	₦177,817,004.12	100% Completed
45.	2014 Special Intervention	Construction of three storey 500 bed space for students hostels	₦ 508,776,009.19	100% Completed
46	2014 Special Intervention	Construction of Library and Laboratory in Faculty of Sciences	₦85,955,200.00	Completed
47	2014 Special Intervention	Construction of Twin lecture Theatre	₦85,000,163.63	Completed
48	2014 Special Intervention	Furnishing of 3 Nos. of Students Hostel	₦ 48,012,930.00	Completed
49	2014 Intervention	Construction of Academic Staff Offices	₦154,087,076.78	Completed
50	2014 Special Intervention	Renovation of Lecture Rooms and Students Hostels	₦94,248,262.00	Completed
51	2014 Special Intervention	Furnishing of Library and Laboratory in Sciences	₦13,120,514.11	Completed
51	2014 Special Intervention	Furnishing of Academic Offices	₦23,107,400.00	Completed
52	2014 Special Intervention	Furnishing of Medical Library	₦30,201,450.00	Completed
53	2014 Special Intervention	Supply of Computers and Extensions Wires	₦4,636,800.00	Completed
54	2015 Special Intervention	Supply of Teaching and Research Facilities	₦79,346,968.20	Completed
55	2015 Special Intervention	Construction of Staff Offices	₦56,005,835.75	Completed
56	2016 Special Intervention	Construction of Lecture Halls	₦89,347,263.52	Completed
57	2016 Special Intervention	Construction of Recreational Sport Arena	₦34,921,791.10	Completed
58	2017 Special Intervention	Construction of University Auditorium	₦60,000,000.00	Completed
59	2017 Special Intervention	Construction of Outdoor Theatre	₦150,000,000.00	Ongoing
60	2018 Intervention	Construction of Medical and Pharmaceutical	₦100,000,000.00	Completed
61	2018 Special Intervention	Furnishing of University Auditorium	₦400,000,000.00	Completed
62	2018 Special Intervention	Furnishing of Outdoor Theatre	₦50,000,000.00	Completed
63	2019 Special Intervention	Construction of Medical and Pharmaceutical Science	₦100,000,000.00	Completed
64	2019 Special Intervention	Purchase and Installation of Science Equipments	₦100,000,000.00	Completed
65	2019 Special Intervention	Construction of Faculty of Education	₦500,000,000.00	Ongoing
		Total	₦10,768,016,228.81	

Source: Director Works Gombe State University, 2016

From the table above, TET-fund has sponsored the normal and special intervention in Gombe state university. Based on the table one presentation shows that, in the years 2009/2011, 2010/2011, 2012/2013 and 2013/2014 normal and special merged interventions they ought to have been released before or so, given the reason that, the intervention funds were not released on time. Due to the process involves in accessing the fund. As could be seen in the table , the university received the sum of ₦484, 274, 659.46, for the construction and furnished of laboratories in the microbiology, biochemistry and pharmaceutical sciences departments, was financed with 2009/2010 merged and 2012 special grant from TET-fund

In 2010, 2012 and 2013 special intervention university received the sum of ₦1,186,682,520.98 for the construction and procurement of lectures theatre in the university, with the capacities of the smaller lectures theatre ranges from about 100 to 200 seats, while the bigger lecture theatres from 300-500 seats.

The university also, received a grant of ₦719, 440,293.7, for the construction and furnished of the central library, through TET-fund intervention. The library was financed with the year 2010/2012 and 2012/2013 annual grant from TET-fund library development and also medical library.

The university received the sum of ₦90, 327,557.25 from TET-fund intervention, for the construction and furnished of academic staff offices, sponsored by the TET-fund special intervention. The table also displayed the sum of ₦ 71,050,952.2, was released for the construction, furnished, procured and installation of equipments for entrepreneurship skill acquisition centre. It has financed with the TET-fund intervention of 2011.

In the same vein, the table showed that the sum of, ₦3,198,794,282.22 was released for the construction and furnished of three storey building for students hostels, which contained, 500 bed space from 2012/2013 and 2014 TET-fund intervention.

The sum of ₦1, 383,623,315.55, was received for the construction and furnished of faculty of sciences complex, the sum of ₦407, 945,264.99 for the construction of ICT centre in the university in 2013 TET-fund intervention. The table also, showed the sum, ₦180, 869, 845.05, was released for the construction of examination halls for teaching hospital and at the main campus with TET-fund special intervention in 2013. The sum of, ₦166, 154,580.25, was released for the construction of post-graduate school and ₦343, 140,450.30, was spent for the purchased of offices equipments, ₦257, 164,085.53, goes for the manufacture and installation of furniture's. The sum of ₦223,773,775.78 was spent on the procurement of vehicles, while, the sum of ₦144,512,867.22, was received to purchased air conditioners and window blind.

Also, for the supplies of computers and extension wires the, sum of ₦4, 636,800.00, 2014 Special TET-fund interventions.

Finally, the table shows that, the sum of N135, 352, 803.95 was used for the supply of teaching and research facilities and the construction of staff offices with 2015 special intervention. While, in 2016 special intervention the sum of N124, 269, 054.62 was received for the construction of lecture halls and recreational sport arena. In 2017 special intervention ₦198, 318,258.5, was used for the construction of university auditorium and outdoor theatre, also the sum of ₦210, 000,000.00, was used for the construction of university auditorium, outdoor theatre with 2018 special intervention. The sum of ₦550, 000, 000.00, was received for construction, of medical and pharmaceutical science, construction of faculty of education, purchase and installation of science equipments respectively, 2019 TET-fund intervention.

The result of the objective one: revealed that in Gombe state university TET-fund has sponsored the construction of fourteen (14) new lectures theatres, and fifty (50) classrooms with massive seating capacities ranging from 200-500, it is one of modern lecture theatres anywhere in the world, over five hundred (500) offices equipped and lecturers offices, to ensure students and lecturers for academic advice, three storey building of students hostels with 500 bed space, this has gone a long way to solve the problems of accommodation for students in the university, provision of fifty (50) laboratories with modern equipments in sciences departments and the university library is stocked with the most up-to-date books and journals,

provision of postgraduate schools and entrepreneurship centre have been introduced to help students skill acquisition with no doubt made learning meaningful and effective teaching and learning to take place, ICT support intervention is the way to go and for the teachers and students to be at par with global practice and for ICT training for both teaching and non-teaching staff to enable them become computer proficient in the ICT world that we live in, faculty of sciences complex, university auditorium and faculty of education to a high extent among others

All were funded by TET-fund intervention, as was shown in table one, TET-fund intervention about 95% projects were completed and have been put to use in the university so far. In similar line of reasoning, the Chairman Governing Council, Gombe state university Prof. Idris (2016) lauded that TET-fund got hostels, furnished academic staff offices, laboratory, provision lecture theatres and so on, he stated that the university would not have been anywhere without TET-fund.

Research Question and Objective Two:

To find out whether TET-fund intervention enhanced academic staff training and development in Gombe state university. In order to answer this question, reports of TET-fund intervention implementation committees on study fellowship for academic staff, to foreign and local training Gombe state university, Committee of outstanding academic development TET-fund intervention and report of TET-fund website were used.

Below are the numbers of academic staff Gombe state university that were trained and it was approved by TET-fund.

Table 2, Academic Staff Training and Development (TET-fund Sponsorship)

Academic Session	Ph. Ds (Local)	Ph. Ds (Foreign)	Masters (Local)	Masters (Foreign)	Amount Released (₦)
2009/2010	10	01	08	01	₦16,601,000.00
2010/2011	07	08	14	03	₦ 68,600,000.00
2011/2012	04	13	23	15	₦ 62,098,292.00
2012/2013	05	05	57	19	₦ 290,162,740.00
2013/2014	01	04	16	04	₦ 178,000,000.00
2014/2015	07	05	67	01	₦136,020,000.00
2015/2016	10	08	18	05	₦ 90,000,000.00
2016/2017	01	15	05	05	₦ 25,663,917.00
2017/2018	09	02	03	06	₦ 20,000,000.00
2018/2019	04	12	09	21	₦302,104,000,01
Total	58	73	220	80	₦ 1,189,251,949.01

Source: Gombe State University Records.

The above table, revealed a total number of (421) lecturers in Gombe state university that were sponsored for Masters and Ph. Ds by TET-fund intervention from 2009-2019. The number of academic staff trained in foreign and local institutions for Masters and PhDs from 2009-2019 stood at 421 and the sum of N1, 189,251,949.01, was spent in this direction.

In 2009-2010, (20) lecturers were sponsored for PhDs and Masters in both foreign and local at the cost of N16, 600,000.00. In 2010/2011, (32) were sponsored for PhDs and Masters overseas and in Nigeria at the cost of, N68, 600,292.00. While in 2011/2012, (55) lecturers benefitted from PhDs and Masters Programmes within and outside the country at the cost, N62, 089, 292.00. In 2012/2013, (86) lecturers were sponsored for Masters and PhDs within and overseas at the sum of ₦290, 162,000.00. In 2013/2014 academic session

(20) academic staff benefitted from both PhDs and Masters in foreign and local training at the cost of N178, 000,000.00. The sum of N136, 020,000.00 was used to sponsored (25) for Masters and PhDs degree holders in Nigeria, in 2014/2015 (80) were trained for Masters and PhDs outside and in Nigeria.

Again, in 2015/2016 (41) teaching staff were sponsored for PhDs and Masters, foreign and local, at the cost of ₦90, 000,000.00 and was used in this direction. In 2016-2017 (26) were sponsored for both Masters and PhDs in Nigeria and abroad at the cost of ₦25, 663,917.00. In 2017/2018 (20) lecturers were trained for PhDs and Masters and was amounted to ₦ 20,000,000.00, while, in 2018/2019, (46) went for Masters and Ph. Ds in Nigeria and outside the country at the sum of ₦ 303,104,000.01.

The result objective two disclosed that, TET-fund intervention notwithstanding has sponsored four hundred and twenty one (421) lecturers for postgraduate programmes within and outside the country; such as fifty eight (58) went for PhDs local and seventy three (73) were sponsored for PhDs in foreign countries, two hundred and twenty (220) went for Masters local training and eighty (80) benefitted for Masters in foreign universities, in year 2009-2019, as was presented in table 2 above.

The table below provides the summary reports of academic staff of Gombe state university that were approved and nominated for study fellowship by TET-fund, but could not accessed funds for the years 2011-2017.

Table 3: Summary Reports of Academic Staff Who Were Yet to Accessed (TET-fund)

Year	Ph. Foreign	Amount	Ph. Ds Local	Amount	Masters Foreign	Amount	Masters Local	Amount	Amount Proposed
2011					01	N6,000,000			N6,000,000
2012			01	N1,500,000	01	N10,000,000	04	N2,500,000	N16,500,000
2013	03	N46,000,000	01	N1,500,000	01	N5,000,000	23	N5,750,000	N68,250,000
2014	01	N12,108,000	07	N12,500,000	04	N27,588,000	66	N51,100,000	N10,308,000
2015	11	N133,088,000	03	N4,500,000	04	N15,176,000	46	N24,950,000	N158,068,000
2016	15	N175,000,000	01	N1,500,000			05	N3,750,000	N178,750,000
2017							05	N3,000,000	N3,000,000
Total	30	₦381,196,000	13	₦20,000,000	11	₦69,764,000	146	₦90,000,000	₦560,960,000

Source: Report of the Committee of TET-fund Outstanding Academic Staff on Study Fellowship GSU, 2019

Table 3, above displayed the total of (200) lecturers who were outstanding or yet to benefit from TET-fund academic staff development for postgraduate programmes (PhDs and Masters) degrees both in local and foreign universities, from 2011-2017. The table shows the outstanding balance of ₦560, 960, 000. (30) went for PhDs foreign with the claimed of ₦381, 196,000 from 2013-2016. In 2013-2016, (13) went for PhDs local training, with the claimed of ₦20, 000, 000. Also, ₦69, 764,000.00, was a claimed of (11) academic staff who went for Masters foreign training from 2011-2015, while, (146) went for Masters in Nigeria with the claimed of ₦90,000,000 from the periods of 2012-2017.

This finding also collaborated with the view of, Udu and Nwede (2014) that, due to TET-fund intervention so many lecturers in Ebonyi state university have been sponsored to both local and international fellowships. But in the case of Gombe state university it was a different version, as was shown in table 3 above. Similarly, from the report of committee of Belated Academic Staff Training and Development (AST&D) TET-fund intervention shows that, two hundred (200) lecturers are outstanding or yet to benefit from TET-fund academic training since, 2011-2017, due to what they considered no approval letters from TET-fund for the applicants and were denied payment of the funds. Normally, to get funded to study Masters and Ph. Ds at home and abroad, university management have to nominate and forward the application to TET-fund. The 200 academic staff were nominated and approved for training in various universities within and overseas from the university, under a bond and commenced their studies with hope that they will be reimbursed when the TET-fund becomes available, but TET-fund rejected their nominations. This was exactly what happened to the 2011, 2012, 2013, 2014, 2015, 2016 and 2017 interventions.

Table 3: Academic Staff Conference Attendances (TET-fund Intervention) 2009-2019

S/N	Year	Foreign	Local	Amount Released (N)
1	2009	06	10	₦5,000,000.00
2	2010	10	13	₦13,000,000.00
3	2011	09	07	₦10,101,000.00
4	2012	12	08	₦21,102,000.00
5	2013	20	13	₦24,069,218.00
6	2014	17	33	₦31,749,218.00
7	2015	20	30	₦33,000,000.00
8	2016	02	04	₦4,000,000.00
9	2017	12	07	₦104,101,510.00
10	2018	19	37	₦14,525,550.00
11	2019	17	03	₦7,000,000
	Total	144	168	₦ 113, 958,413.00

Source: Gombe State University Record, 2019.

Table 4, showed the numbers of academic staff sponsored for conference attendances by (TET-fund) in Gombe state university from 2009-2019. In the years under review, TET-fund has sponsored (312), academic staff for conferences both local and foreign. For instance, (144), sponsored for foreign conferences, while, (168) attended local conferences at the cost N113, 958, 413.00, was spent in this direction.

Still on the findings of objective two, in table 4 revealed that under the conference attendance programmes, TET-fund has sponsored (312) lecturers for conferences both within and outside Nigeria, from 2009-2019. Such conferences were designed to provide opportunity for the teaching staff to interact with their peers across the globe and benefit from such exposures and interaction to the benefit of university system Abdullahi, (2014).

Conclusion

Based on research findings TET-fund intervention has been the source of funding for infrastructural development and academic training and development in Gombe state university Whereas TET-fund intervention has provided 14 lecture theatres ranges from 100-500 seating capacities, over 50 laboratories were provided in sciences, with the modern equipments, the main library was equipped with current books and journals and over 30 library in each departments, whereas three storey building for hostels with 500 bed space, 450 offices for academic staff, entrepreneurship centres have been introduce to help students skill acquisition among others.

TET-fund has sponsored 58 academic staff for PhDs in local universities and seventy three 73 for PhDs in foreign training, while, 220 were sponsored for Masters local training and eighty 80 also sponsored for Masters in foreign universities, from 2009-2019. On a sad note, 200 academic staff Academic Staff Training and Development (AST and D) TET-fund intervention is still outstanding or yet to benefit from the fund. Meanwhile, 144 lecturers attended foreign conferences and 168 attended local conferences in 2009-2019. Based on the findings made so far, it concluded that Gombe state university rely solely on TET-fund intervention. TET-fund intervention in the areas of infrastructural development is highly implemented, while, academic staff training and development is poorly implemented in Gombe state university. Therefore, there is more to be done in the areas of academic staff development so that the priority of TET-fund on academic staff training and development actualised.

Recommendation

In view of the findings and conclusions drawn, the research offered the following recommendations.

- a. On the area of funding is that, the state government should increase the monthly subvention of the university in order to meet up the needs of the university, while funding for capital projects should also be enhanced.
- b. One of the direction towards overcoming the academic staff training and development is for the state government to initiate a training fund where the university could draw fund to support research grant and improve more on academic staff training and development (study fellowship and conferences)
- c. TET-fund and the university management should make provisions to clear the outstanding two hundred (200) lecturers who were bond and approved scholarship (Academic Staff Training and Development) TET-fund intervention but yet to benefit the funds.

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