

## **Impact of TETFUND Intervention on Human Resources Development in Government Owned Tertiary Institutions in South Eastern Nigeria (2011-2016)**

**B. O. Ezeali**

### **ABSTRACT**

*The study is on the “Impact of TETFund Intervention on Human Resources Development in Government Owned Tertiary Institutions in South Eastern Nigeria (2011-2016). The objectives of the study are to examine the extent to which TETFund intervention on staff training and development improve the skills of workers in government owned tertiary institutions in South-Eastern Nigeria; and to determine the extent to which TETFund sponsorship of staff to conferences and workshops improve research and the academic growth in tertiary institutions. The study adopts the descriptive survey research design. The total population of the study is 17,108 respondents drawn from government owned tertiary institutions in South-Eastern Nigeria. Primary data are collected using structured questionnaire that are administered to a sample of 391 while 340 copies were returned and used for the analysis. Two hypotheses were formulated and tested. The results of the correlation tests indicate that TETFund intervention on training and development has great impact on improved skills and development of the staff of tertiary institutions, and TETFund sponsorship of academic staff to conferences and workshops has significant impact on research and academic growth in tertiary institutions. The study concluded that despite the fact that TETFund has immensely improved human resources development in government owned tertiary institutions, there is still need for improvement. It therefore recommended equal fund allocation formula to institutions and elimination of bureaucratic bottlenecks to encourage easy access to fund by tertiary institutions.*

**Key words:** *TETFund Intervention, Human Resources Development, Government Owned Tertiary Institutions, South Eastern Nigeria*

### **INTRODUCTION**

Government owned tertiary institutions are established, financed, managed and controlled by the government to promote acquisition of knowledge, teaching, research and community service. These tertiary institutions, as citadel of knowledge, education and human resource development, are saddled with the enhancement of quality human resources that will manage these institutions and the Nigerian economy. Therefore,

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availability of human resources in government owned tertiary institutions is a prerequisite for the achievement of Nigerian tertiary institutions' objectives. It is imperative to note that between the first and second republic in Nigeria, thousands of graduates from government owned universities and polytechnics were highly demanded due to their skills and exploits in various fields of human endeavour resulting from the quality of training inputs by the institutions. However, the situation has changed due to poor human resources development resulting from inadequate funding of education, poor staff attitude to work, policy inconsistency, managerial incompetence, and corrupt practices (Ezeali and Esiagu, 2009).

Also, with the shortage of skilled human resources and poor performance of students in government owned tertiary institutions, investment in human resources development became relevant and an indispensable means to improve performance and skills of employees in these tertiary institutions in order to accomplish established missions (Agabi and Ogah, 2010). The quest for efficient management of government owned tertiary institutions led to the introduction of several reforms by the Federal Government. These reforms include the establishment of National Universities Commission (NUC) to regulate the operation of all universities in Nigeria, National Board for Technical Education (NBTE) to regulate polytechnic education in Nigeria and National Commission for Colleges of Education (NCCE) to regulate all Colleges of Education in Nigeria (Balkie, 2002). The most crucial effort is the establishment of an intervention agency known as Tertiary Education Trust Fund (TETFund) to improve productivity and development of government owned tertiary institutions in the country by providing basic infrastructure to promote teaching and learning, research and publications including human capacity development (Agabi and Ogah, 2010). Considering the numerous efforts of Nigerian government on human resources development in government owned tertiary institutions without achieving the desired results, and the establishment of TETFund under the TETFund Act, 2011 to promote quality and higher standards of education, it has become imperative to assess the extent to which TETFund intervention on human resources development in government owned tertiary institutions improves the standards of tertiary institutions in South Eastern Nigeria.

Human resources development is an organizational strategy towards improving competitiveness, performance level, structural development and skills of workers (Muogbo, 2013). Manpower situation and infrastructural decay is alarming and ridiculous in government owned tertiary institutions in South-Eastern Nigeria due to policy inconsistency, poor funding of human resources development, corrupt practices and ethnocentrism (Ezeali and Esiagu, 2009; Armstrong, 2009). These have contributed to poor teacher quality, poor academic performance of students, ceaseless strikes by teachers, low rating of institutions, poor staff performance, recruitment of unqualified teachers, poor human relations and over politicization of human resources planning. The demand for research and publications as a condition for improved conditions of

service among lecturers in government owned tertiary institutions has continued unabated to encourage academic growth and scholarship among academic staff including international rankings. Also, no government in Nigeria has made any serious efforts to allocate minimum of 26% as approved standard budgetary allocation to education. It is against this backdrop that an intervention agency known as Tertiary Education Trust Fund (TETFund) was enacted under the TETFund Act, 2011 to manage and monitor the disbursement of funds to government owned tertiary institutions in the country for the provision of critical infrastructure necessary for improvement of quality and maintenance of standards including human capacity development. This study therefore attempts to examine how TETFund intervention on human resources development has impacted on government owned tertiary institutions using South- Eastern Nigeria as a case study. Specifically, the objectives include:

1. To examine the extent to which TETFund intervention on staff training and development improves the skills of workers in government owned tertiary institutions in South-Eastern Nigeria.
2. To determine the extent to which TETFund sponsorship of Academic staff to conferences and workshops improves research and academic growth in government owned tertiary institutions in South-Eastern Nigeria.

This will be relevant to academics and the advancement of knowledge in the discipline of human resources management. It will also provoke research and add to existing literature on the subject matter. Empirically, the study will help government and other stakeholders to know the impact of TETFund intervention on human resources development in tertiary institutions in South- Eastern Nigeria. This study shall be guided by the following hypotheses:

- H<sub>0</sub>1: TETFund intervention on staff training and development has no statistically significant impact on improvement of the skills of workers in government owned tertiary institutions in South Eastern Nigeria.
- H<sub>0</sub>2: TETFund sponsorship of academic staff to conferences and workshops has no statistically significant impact on research and academic growth in tertiary institutions in South Eastern Nigeria.

### **Concept of Human Resources Development**

Human resources development encompasses both organizational specific through staff training and re-training programmes and turning out human resources that are needed for organizational growth and economic development (Onuka and Ajayi, 2012; Omodia, 2009). The concept also involves conscious and continuous process of acquiring and increasing the number of people with the requisite knowledge, education, skills and experience needed for Nigeria's economic industrialization. This is because human resources development programme is determined by organizational needs while the strategies adopted by the human resources manager also affect the skills and competence of employees. Oluwasanya (2014), states that human resources development refers

to the strategies, methods and levels employed in a work environment aimed at increasing the competence of the workforce. For Armstrong (2009), human resource development is a process by which employees in a work environment are developed with the requisite skills and knowledge through training and education for the purpose of empowering them take charge of future job challenges to improve organizational performance. It is necessary in Nigerian tertiary institutions to avoid the manifestation of staff incompetence, inefficiency and ineffectiveness and poor quality of output.

Though material and financial resources are essential in attaining organizational goals, the human component is the most vital because human beings have the capacity to articulate and activate these other resources. Rao (1995) states that the scope of human resource development involves development of employee competence and knowledge for improved performance and job satisfaction. He continues that in every organization, there is need for new employees to be supported, nurtured and encouraged in terms of development to reach their full potentials for the benefits of both themselves and for the organization. Nadler (1970) notes that development of manpower resources involves the use of training and development, career development and organizational development to improve individual and organizational effectiveness”.

### **Nigerian Higher Educational Institutions**

After independence in 1960, the quest for skilled and competent workforce for Nigeria’s economic industrialization and efficient civil service remained unabated. This prompted the establishment of several tertiary institutions through necessary Decrees and legislative enactments. These higher educational institutions include federal, states and private owned institutions. Higher educational institutions in Nigeria include universities which the Establishment Act, empowers to produce higher level manpower while Polytechnics, Monotechnics and Colleges of Education produces low and middle manpower for the management of Nigerian economy. Private owned tertiary institutions are established and financed by individuals who invest their resources as sole proprietors for profits while government owned tertiary institutions are higher educational institutions established, financed and managed either by the State or Federal governments to satisfy public goals.

**Table 1: Growth of Higher Educational Institutions in Nigeria**

S/No.	Institutions	Certificates Awarded	No. of Private	No. of State	No. of Federal	Total
1	Universities	B.Sc., M.Sc., Ph.D.	68	44	40	152
2	Polytechnics	ND, HND	43	41	28	112
3	Colleges of Education	NCE	14	46	22	82
4	Colleges of Agriculture and Related Disciplines	ND	-	18	17	35
5	Colleges of Health Technology	ND, HND	6	11	19	36
6	Monotechnics/Specialized Institutions	ND, HND	2	2	22	26
7	IEIs	ND	129	4	4	137
8	VEIs		72	1	4	77
	<b>Total</b>		<b>334</b>	<b>163</b>	<b>156</b>	<b>653</b>

*Source:* National Universities Commission (NUC), National Board for Technical Education (NBTE), National Commission for Colleges of Education (NCCE) as at December, 2016.

## **Human Resources Development Strategies in Government-Owned Tertiary Institutions**

Tertiary Education Trust Fund (TETFund) under the TETFund Act 2011 is charged with the responsibility of managing, disbursing and monitoring the education tax to government owned tertiary institutions in Nigeria. It is an education intervention agency of the federal government. The mandate of the TETFund under the TETFund Act, 2011 is to improve staff productivity and standards of tertiary institutions through provision of basic infrastructural facilities to encourage excellent environment for teaching and learning, instructional materials and equipment, quality research and publications and development of human resources for national economic development.

The human resources development strategy adopted under the TETFund Act, 2011 involves sponsorship of teaching staff for manpower training and development in Nigeria or abroad for Masters and Ph.D Degrees; Research grants to academic staff and sponsorship of teaching and non-teaching staff in tertiary educational institutions for conferences at the ratio of 70:30. In fact, the sponsorship is basically on human capacity development towards increasing staff skills and knowledge to ensure better international ranking and competitiveness of government owned tertiary institutions. The categories of infrastructural intervention are normal Intervention, intervention on special projects, intervention on projects of high impact; while categories of content-based intervention are development of institutions libraries, training and development of academic staff, sponsorship of staff for Conferences,

Teaching Practice, publication of Academic Journals, book development and research grant for institutional based research. Interested government owned tertiary institutions are expected to submit their applications containing list of suggested projects with required papers and architectural designs to back up their applications. The Tertiary Educational Trust Fund (TETFund) is expected to scrutinize the applications submitted by institutions to ascertain if the projects are fundable according to its mandate. Once the application is scrutinized and approved, the beneficiary institutions will employ the services of a Supplier, Vendor and Contractors.

The institution is also required to open a particular bank account for the transactions in order to effect payments to the Suppliers and Contractors from the bank account. In fact, proposed projects of government owned tertiary institutions to the TETFund should be within the core mandate and the budget of the proposed project. Institutions must render efficient accounting system as evidence of transparent public accountability of funds allocation received before accessing additional funds for more projects.

**Table 2:** Pattern of Funds Allocation to Government Owned Tertiary Institutions From 2010-2014

S/N	Type of Institution	2010 N'M	2011 N'M	2012 N'M	2013 N'M	2014 N'M
1	Universities	303.14	395.00	595.00	646.00	912.00
2	Polytechnics	216.56	240.00	337.00	443.00	661.00
3	Colleges of Education	157.17	190.00	319.00	390.00	581.00

**Source:** TETFund Bulletin, 2014

Udu and Nkwede (2014) carried out a study on “TETFund Interventions and Sustainable Development in Nigerian Universities: Evidence from Ebonyi State University, Abakaliki”. The objective of the research was to determine impact of TETFund interventions in Nigerian Universities and its implications for sustainable development with emphasis on Ebonyi State University, Abakaliki. The study adopted Content Analytical approach. Documentary papers were used for sourcing of data while scholars’ contributions in the area were reviewed. It was found out that TETFund intervention in Ebonyi State University has positively affected the development of infrastructure and human resources with its attendant positive implication for National development. It therefore recommended that the assessment of TETFund usually characterized of red-tapism should be eliminated while honest and competent contractors should be utilized.

Another study was carried out by Eloduka (2011) on “The Challenges of Human Resources Development in Nigerian Public Tertiary Institutions: Ogun State Experience”. The general objective is to identify human resources development challenges with particular reference to public tertiary institutions in Ogun State. The findings reveal that skills and techniques can be acquired through training and development which was hampered by policy inconsistency, lack of political will and commitment, corruption, ceaseless strikes and especially poor funding. The study recommended that policy consistency, recruitment of qualified staff, transparent and honest leaders and adequate funding should be promoted through legal and institutional framework.

Ukenna, Ijeoma, Anionwu and Olise (2010) studied development effect of human resources on employee output: Four Variables (skills, education, training and knowledge) were measured to predict human capital effectiveness on organizational performance among small scale business owners with multiple regression analysis and Pearson’s correlation coefficient. It was discovered that training and skill development are strong predictors of human capital effectiveness. The study recommends that for business owners to excel in their businesses, they should continuously develop workers. At present, this study is related to Ukenna, Ijeoma, Anionwu and Olisa (2010) in that both focused on human capital development and performance of organizations.

### **Theoretical Framework**

This study adopted Systems Theory as propounded by March and Simon (1958). According to system theory, the system is a collection of mutually supporting divisions

which performs certain functions. It treats an institution as made up of different departments composed of sub-units. In this study, the system theorists take a comprehensive view of the totality of an organization which emphasizes processes. In analyzing a tertiary institution under a systems perspective, the open system is functional to the understanding of the tertiary institution since it emphasizes interdependence, synergism, wholism and permeable physical boundaries. It is relevant to the study because tertiary institutions must receive inputs as well as interacts with the external environment to ensure their survival. Also, the theory is relevant since it emphasizes the relevance of the human resources manager in a work environment including the political, technological and economic environment in which they operate. A tertiary institution involves various departments and units including employees of different backgrounds. They must cooperate and work together to achieve organization's goals since the activity of each department affects other departments.

### METHOD

Descriptive survey design was used for the study. The area of study was specifically Abia State University Uturu (ABSU), Abia State, Nnamdi Azikiwe University Awka (NAU), Anambra State, Ebonyi State University Abakaliki (EBSU), Ebonyi State, University of Nigeria, Nsukka (UNN), Enugu State and Federal Polytechnic, Nekede, Imo State. The population was derived from five tertiary institutions in South Eastern Nigeria consisting of 4,356 teaching staff and 12,752 non-teaching staff, giving a total population of 17,108 personnel. The population was distributed as follows:

**Table 3:** Details of Staff Population

S/N	Name of Institution	Teaching Staff	Non-Teaching Staff	Total
1	Abia State University Uturu	412	717	1,129
2	Nnamdi Azikiwe University Awka	582	1082	1663
3	Ebonyi State University Abakaliki	876	1998	2874
4	University of Nigeria Nsukka Enugu State	1776	6301	8,077
5	Federal Polytechnic Nekede, Imo State	710	2,654	3365
	<b>Total</b>	<b>4356</b>	<b>12,752</b>	<b>17,108</b>

**Source:** Establishment and personnel units of the Institutions, December 2015.

To determine the sample size, Taro Yamane formula (1964) was used. Thus  $n = \frac{N}{1+N(e)^2}$

Where  $n$  = Sample size

$N$  = population of the study

$I$  = Constant

$e$  = significant level (0.05)

Therefore, total population of the study = 17,108

$$\text{Thus } n = \frac{N}{1+n(e)^2}, \quad \frac{17,108}{1+17,108(0.05)^2}, = \frac{17,108}{1+17,108(0.0025)}, = \frac{17,108}{1+42.77(E)^2}$$

$$n = \frac{17,108}{43.77} = 391, \quad n = 391$$

The sample size of the study is 391. Stratified sampling technique was applied to determine the sample size for each tertiary institution. The Bowley's proportional representative allocation formula was used:

$$N_h = \frac{n N_h}{N}$$

Where:  $n_h$  = Number of Units allocated to each stratum  
 $n$  = overall sample size,  $N_h$  = population of each stratum  
 $N$  = Total population

Abia State University (ABSU)  $\frac{391 \times 1,129}{17,108} = 26$

Nnamdi Azikiwe University (NAU)  $\frac{391 \times 1663}{17,108} = 37$

Ebonyi State University (EBSU)  $\frac{391 \times 2874}{17,108} = 66$

University of Nigeria Nsukka (UNN)  $\frac{391 \times 8077}{17,108} = 185$

Federal Polytechnic Nekede  $\frac{391 \times 3365}{17,108} = 77$

**Table 4:** Questionnaire Allocation

S/N	Name of Institution	Number Allocated
1	Abia State University Uturu	26 copies
2	Nnamdi Azikiwe University Awka	37 copies
3	Ebonyi State University Abakaliki	66 copies
4	University of Nigeria Nsukka Enugu State	185 copies
5	Federal Polytechnic Nekede Imo State	77 copies
	<b>Total</b>	<b>391 copies</b>

**Source:** Field survey, 2016.

Source of data used was primary and secondary. Major source of data used was primary source obtained through a survey carried out by the researcher in the five government owned tertiary institutions in South-Eastern Nigeria. This was abbreviated as follows: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). Data collection instrument was a structured questionnaire. The responses to the items in the questionnaire were structured on a likert 5-point rating scale. The questionnaire was vetted and validated by the researcher's supervisor and other experts in human resource development. The reliability of the instrument was determined by conducting a split-half reliability test. The Spearman Brown prophecy formula was applied to the two halves of the instrument used for the study to obtain 0.65 reliability co-efficient. For statistical analysis of questionnaire, tables, percentages and frequencies were used while t-statistics and Pearson Product Moment Correlation were adopted for hypotheses testing at 0.05 levels.



## RESULTS AND DISCUSSION

**Table 5:** Summary of Training and Development Intervention for teaching staff from 2010-2014

S/N	Types of Institution	Foreign Ph.D	Foreign Masters	Foreign Bench Work	Local Ph.D.	Local Masters	Total
1	Universities	1,126	555	203	852	534	3,270
2	Polytechnic	326	569	16	1,247	1,415	3,050
3	Colleges of Education	181	251	10	1,465	2,135	4,043
	<b>Total</b>	<b>1,633</b>	<b>1,375</b>	<b>229</b>	<b>3,564</b>	<b>4,084</b>	<b>10,363</b>

**Source:** TetFund 2015

Table 5 reveals that a total of 10,363 Academic Staff in Nigeria benefited from Tetfund intervention between 2010 and 2014, 1,633 representing 16% of the teaching staff went for Ph.D Programmes outside Nigeria, 1,375 representing 13.3% went for Masters degree Programme outside the country, 3,564 representing 29% did their Ph.D programmes in Nigeria, 4,084 representing 39% were involved in Masters degree programmes in Nigeria, while 3,270 representing 32% of the beneficiaries came from the universities, 3,050 representing 29% from the polytechnics and 4,043 representing 39% are from the Colleges of Education.

**Table 6:** Summary of Conference Attendance Report: Interventions from 2010-2014

S/N	Types of Institution	Male Local	Female foreign	Male foreign	Female	Total
1	Universities	2,766	794	2,948	926	7,434
2	Polytechnic	1,982	550	1,111	277	3,920
3	Colleges of Education	3,766	1,468	1,016	389	6,639
	<b>Total</b>	<b>8,514</b>	<b>2,812</b>	<b>5,075</b>	<b>1,592</b>	<b>17,993</b>

**Source:** TetFund 2015

**Table 7:** Questionnaire Response Rate

Questionnaire	Frequency	Percentage
Questionnaire Administered	391	100
Questionnaire Collected	340	87
Questionnaire not Collected	51	13
Questionnaire used for analysis	340	100

**Source:** Field survey, 2016.

**Table 8:** Classification of Respondents by Grouping

Age Group	Frequency	Percentage
18 – 22	20	6
23 – 27	24	7
28 – 32	40	12
33 – 37	71	21

38 – 43	64	19
43 and above	121	35
<b>Total</b>	<b>340</b>	<b>100</b>

**Source:** Field survey, 2016

**Table 9:** Sex Classification of Respondents

Sex	Frequency	Percentage
Male	216	64
Female	124	36
<b>Total</b>	<b>340</b>	<b>100</b>

**Source:** Field survey, 2016

**Table 10:** Status Classification of Respondents

Marital Status	Frequency	Percentage
Married	248	73
Single	62	18
Widow	46	5
Divorced	10	3
Separated	4	1
<b>Total</b>	<b>340</b>	<b>100</b>

**Source:** Field survey, 2016

**Table 11:** Impact of TETFund Sponsored Training on Staff Skills and Development

S/N	Questionnaire Item	SA	A	U	D	SD
1	Lecturers in your institution have benefitted from TETFund intervention on training and staff development	148(43%)	165(49%)	7(2%)	10(3%)	10(3%)
2	TETFund intervention on training has improved staff development in your institution	135(39%)	165(49%)	10(3%)	14(4%)	16(15%)
3	TETFund intervention on training and development encouraged quality education in your institution.	150(44%)	150(44%)	7(2%)	10(3%)	6(7%)
4	There is still inadequate academic scholarship in your institution in spite of TETFund intervention	165(42%)	80(21%)	12(3%)	28(7%)	6(2%)

**Source:** Field survey, 2016.

The summary of the responses to questionnaire items 1-4 suggest that TETFund intervention on training and development has improved staff skills and development of the institutions studied.

**Table 12: Impact of TETFund Sponsored Conferences and Workshop Attendance on Research and Academic Growth**

S/N	Questionnaire Items	SA	A	U	D	SD
5	Your institution has received research grants from TETFund between 2000 and 2015	180(53%)	94(28%)	36(10%)	10(3%)	20(6%)
6	TETFund intervention helped to improve library services in your institution	150(44%)	165(49%)	7(2%)	185%	
7	TETFund sponsorship of journal publications has great impact on research and academic growth in your institution.	148(44%)	145(42%)	7(2%)	30(9%)	10(3%)
8	There are still inadequate research grants in your institution in spite of TETFund intervention on research	23(7%)	150(44%)	7(2%)	150(44%)	10(3%)

**Source:** Field survey, 2016

The summary of the responses to items 6-9 on the table suggest that TETFund intervention on conferences and workshops helped to encourage research and academic growth in the institutions studied.

**Table 13: Test of Hypothesis 1. Summary of Data**

NO	X	Y	XY	X <sup>2</sup>
340	1,083	1,428	4,622	3,900
6,120				

**Source:** Field Survey, 2016

For hypothesis 1,  $r = 0.98$ ,  $r^2 = 0.9604$  and  $t_c = 90.5$

From the above, t-value calculated 90.5 was greater than the critical t-value 1.96. The study rejects the null hypothesis which states that TETFund intervention on staff training and development has no statistically significant impact on the improvement of workers skills in government owned tertiary institutions in South Eastern Nigeria.

**Table 14: Test of Hypothesis 2: Summary of Data**

NO	X	Y	XY	X <sup>2</sup>
340	1,098	1,443	4,658	3,727
6,616				

**Source:** Ezeali Field Survey, 2016

For hypothesis 2:  $r = 0.81$ ,  $r^2 = 0.9604$  and  $t_c = 90.5$

From the above, the calculated t-value 25.39 was greater than the critical t-value 1.96. The study rejects the null hypothesis that TETFund sponsorship of academic staff to conferences and workshops has no statistically significant impact on research and academic growth in government owned tertiary institutions in South Eastern Nigeria.

Hypothesis 1 depicts a positive connection between staff training/development and increased workers skills while coefficient determination (r) is 0.9604. It shows the extent to which staff training/development improves their skills. The result of hypothesis 2 testing reveals a true connection between conference attendance and research/academic development in government owned tertiary institutions in South Eastern Nigeria. Co-efficient of determination ( $r^2$ ) is 0.656. It shows the extent to which attendance of conferences and workshops influence research and academic growth in government owned tertiary institutions in South-Eastern Nigeria.

### CONCLUSION AND RECOMMENDATIONS

The study concludes that though TETFund has immensely improved Nigerian tertiary institutions in terms of trained/qualified staff since its inception, there is still need for improvement in the area of human resources development. Also, the study further revealed that there was bureaucratic bottlenecks in accessing TETFund as well as unequal allocation of staff training and or conference fund to state/institutions and to individual beneficiaries. The following recommendations are made based on the above findings and conclusion:

- (i) TETFund should do more in the area of human resources development for the research and academic growth of government owned tertiary institutions in South-Eastern Nigeria.
- (ii) Non-Governmental Organizations (NGOs) should participate in the funding of government owned tertiary institutions in South-Eastern Nigeria through assistance in the development of human resources. This will reduce the financial burden on the part of Federal and State governments.
- (iii) Bureaucratic bottlenecks connected with TETFund approved funds should be removed to promote easy access by government owned tertiary institutions.
- (iv) TETFund should discontinue unequal fund allocation formula to tertiary institutions.

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