International Journal of Innovative Education Research 14(3):150-163, July-Sept, 2026

© SEAHI PUBLICATIONS, 2026 www.seahipublications.org ISSN: 2354-2942

DOI:10.5281/zenodo.21430217

Extent TETFund Academic Staff Intervention Improve the Quality of Business Education in Public Universities in South-South, Nigeria

Nsot, Nsot Omini[1]; Prof. B. E. Okoli[2] & Dr. Igwe, Kingsley Ogazi[3]

[1,2]Department of Business Education
Ebonyi State University, Abakaliki, Nigeria

[3]Department of Vocational and Technical Education
Alex-Ekwueme Federal University Ndufu Alike Ikwo, Nigeria
Igwe.ogazi@funai.edu.ng

ABSTRACT
This study determined the extent of Tertiary Education Trust Fund (TETFund) academic staff interventions improve the quality of business education in Public Universities in South-South, Nigeria. To achieve the purpose of the study, three research questions were raised and three hypotheses were formulated to guide the study. The study adopted survey research design. The population of the study consists of 232 Business Educators (110 males and 122 females) in 13 public universities. They were all involved in the study due to the manageable size of the population. A 22 item questionnaire was used for data collection. The questionnaire was validated by three (3) experts. The overall Cronbach Alpha reliability coefficient of 0.96 was obtained for the instrument which indicated a high internal consistency and is reliable for use for the study. The data collected were analyzed using Mean ($\bar{x}$) and Standard Deviation (SD) to answer the research questions. The null hypotheses were tested at 0.05 level of significance using independent t-test. The findings from data analysis showed that TETFund staff training has to a high extent improved the quality of business education. TETFund academic research has to a moderate extent improved the quality of business education. TETFund contribution in the area of book publication has to a low extent improved the quality of education in universities in South-South Nigeria. Hypotheses tested showed that Gender did not significantly influence business educators' responses on TETFund's academic staff training and quality of business education in public universities. TETFund's sponsorship of academic research growth and book publication improve the quality of business education in public universities did not differs based on ownership of the universities. Based on the findings, it was recommended among others that TETFund intervention in academic staff training and development should be encouraged to continue and increase the intervention to enable more academics utilize the available opportunities.
Keywords: TETFund, staff training, academic research, book publication, Quality, Business Education

INTRODUCTION

Business education is a programme of study concerned with the teaching and learning of various types of business skills as well as how to practically and successfully engage in them for the purpose of earning a living and the pedagogical training for transmitting such knowledge to others. Business education is an integral part of vocational and technical education. It is a form of vocational education according to Idialu

in Okeke-Ezeanyanwu and Oguejiofor, (2020) that is directed towards developing the learner to become productive in teaching, paid employment and self-employment. Tema in Adeyem (2022) postulated that this type of vocational education prepares learners for gainful employment and sustainable livelihood. Amoor and Udoh in Adeyemi, Oduma and Igwe (2022) noted that business education plays a significant role in economic development by providing knowledge and skills to the learners thereby enabling them to adequately impart knowledge into others, and handle sophisticated office technologies and information systems. Business Education according to Okiridu (2016) is a tripartite programme of instruction which prepares the recipient or the learner to be a teacher, an operator or to be self-reliant. Business Education which is offered in most public universities is concerned mainly with the development of relevant and sellable skills and knowledge that would enable an individual to function effectively in any area of choice. Business Education provides employment for graduates. In Business Education programme, courses in marketing, management, accounting and office technology and management are offered by the students. Business Education students are expected to possess the relevant skills, competencies and knowledge in these major aspects of Business Education. The goal of business education is primarily to produce competent, skillful and dynamic business teachers, office administrators and businessmen and women that will effectively compete in the world of work. The aims and objectives of Business Education as given by the Policies Commission for Economics Education (PCBEE) in Emehi (2023) are: education of individuals for and about business; provision of a continuous course of planned learning experiences designed to equip individuals to fulfill three specific roles; such as (i) provision and distribution of goods and services as workers. (ii) applying the results of production as consumers to take socio-economic decision as citizen of a nation. (iii) Give clear information that will assist learners relate their interests, needs and capabilities to occupational opportunities in business, provide educational room for students in a chosen career other than business, to obtain the required skills needed to function efficiently in the chosen career. In all, Abdulkadir (2021) noted that one remarkable important characteristic of a business education program is that its products can function independently as self-employed and employers of labor. However, over the years the achievement of the goals of the business education programmes for sustainable development in universities across Nigeria and south-south Nigeria in particular seems to be a mirage.

The apparent non-achievement of most of the goals of the business education programme by the universities seem to have resulted because of issues related to poor funding, lack of infrastructure, poor capacity building and inadequate research and keeping in touch with the current trends in education and training of business education students. It has resulted in the production of poor quality graduates who seem to have lost touch with the demands of industry. For Nagbi and Micah (2019), the undesirable academic performance of most graduates from higher institutions in Nigeria was as a result of infrastructural decline, insufficient classroom space for learning, no regular academic library, hostels that can accommodate students and professional manpower that can carry out different activities in the institutions. These developmental challenges led the government to establish the Tertiary Education Trust Fund (TETFund) by an act of 2011 with a view to funding education in federal and state tertiary institutions.

TETFund is a government agency responsible for providing financial support to tertiary institutions in Nigeria. The agency's intervention programs are designed to improve the quality of education in tertiary institutions across the country. Similarly, in order to enhance the infrastructures and facilities of different programme which business education is inclusive in tertiary institutions, development of staff and research, the Federal Government through the ministry of education has established agencies such as the Education Trust Fund (ETF), Tertiary Education Trust Fund (TETFund) amongst others. Despite these huge efforts to ensure high quality of tertiary education in Nigeria, symptoms of poor quality education are still very obvious. In business education, complaints still persist which include poorly coordinated supervision mechanisms, underfunding, student explosion, poor management and governance and attitudinal failure. The Federal Government in an attempt to end the problem of poor funding of tertiary education in Nigeria introduced the Educational Trust Fund (ETF) in 2003 and later Tertiary Education

Trust Fund (TETFund) in 2021 as an intervention to fund Nigerian higher education. This body supports the schools in terms of infrastructural development, training and retraining of lecturers, library development, book publications and aids for research development.

TETFund interventions According to Nworgu (2018) are aimed at enhancing the quality of teaching, learning, and research in Nigerian universities. TETFund interventions have been instrumental in enhancing the quality of business education programs in universities. According to Eze et al. (2019), TETFund interventions have improved the quality of teaching, learning, and research in business education programs. The interventions have also enabled business education students to acquire the necessary skills and knowledge to succeed in the business world. Also, according to Nworgu (2018), TETFund interventions have improved the quality of teaching, learning, and research in business education programs. The interventions have enabled business education students to acquire the necessary skills and knowledge to succeed in the business world. TETFund staff interventions have covered various areas, including staff training and development, research and publication, book publication, and conference attendance.

Staff training is an essential component of any educational institution, and TETFund recognizes its importance in enhancing the quality of business education programs. Staff training involves the provision of training and development opportunities for lecturers and other staff members. According to Adeyemi (2019), many lecturers in these institutions lack the necessary training and qualifications to teach effectively. This has resulted in a shortage of qualified lecturers, which has negatively impacted the quality of education. Okebukola (2017), stated that, staff development programs are essential for improving the quality of teaching and learning in business education programs. TETFund provides funding for training and retraining of business education lecturers, enabling them to acquire new skills and knowledge. Ofojebe and Chukwuma (2015) established that TETFund interventions have aided the training of many lecturers in both local and international seminars and conferences in addition to research development. Abdulaziz, Olokooba, and Iyekolo, 2020) noted that TETFund interventions provides funding for academic staff to embark on in-service training and development by sponsoring their further training in various academic fields, both local and international. Echono (2023) asserted that TETFund has sponsored 1,761 academic staff of beneficiary institutions from across the country for the train-the-trainer capacity building programme on Research Proposal Writing and Grant Management held in various countries between 2019 and 2022. Ogunode (2023) posited that the Tertiary Education Trust Fund (TETFUND) has sponsored many academic staff from Nigerian tertiary institutions for both master's and PhD training in Nigerian universities while Ogunode (2023) affirmed that Tertiary Education Trust Fund (TETFUND) has assisted many Nigerian academic to abroad and acquire international training for the development of tertiary education in Nigeria

Research and publication are also essential areas of TETFund intervention. Research involves the systematic investigation of a subject or topic, while publication refers to the dissemination of research findings through various channels, such as journals, conferences, and books. According to Eze et al. (2019), many institutions lack the necessary resources and infrastructure to support research and this has resulted in a low number of publications in reputable journals. In the publication of Odu et al. (2020), research and publication are critical for improving the quality of business education programs and enhancing the reputation of universities. TETFund provides funding for research and publication in business education, enabling lecturers to conduct research and publish their findings. Okoro (2019) found that TETFund's Publication Support initiative has been critical in promoting research publication in business education, particularly among academics in Nigerian tertiary institutions. Osibanjo (2018) noted that TETFund's Conference Sponsorship initiative has been instrumental in promoting research publication in business education, particularly among academics in Nigerian tertiary institutions. TETFund has made significant contributions to research publication in business education through its various initiatives, including Research Grants, Publication Support, and Conference Sponsorship. Abubakar, Musa and Muhammad (2019) indicated that over 5, 999 conference attendances where academic staff is sponsored to various places in the world for interaction with other colleagues to gain

ideas and bring these ideas back home had been sponsored by TETFund. Additionally, Musa (2016) found in his study that the conference allows lecturers to better demonstrate their professionalism and their understanding of the ongoing need for professional learning which enhances their job performance. Ezeali (2017) found in his study that TETFund sponsorship of academic staff to conferences and workshops has a significant impact on research and academic growth in government-owned tertiary Institutions in South Eastern Nigeria

Book publication is another area of TETFund intervention. Book publication involves the production and dissemination of textbooks, monographs, and other educational materials. Book publication is an essential aspect of academic life, and TETFund recognizes its importance in enhancing the quality of business education programs. According to Adeyemi (2019), the publication of textbooks and other educational materials is essential for improving the quality of teaching and learning in business education programs. TETFund provides funding for the publication of business education textbooks and other educational materials, enabling students to access quality learning materials. TETFund provides funding for book publication, enabling lecturers to produce high-quality textbooks and educational materials. Adeyemi (2020) found that TETFund's book publication support is a critical component of its intervention programs, designed to enhance the quality of education and research in Nigeria. TETFund's book publication support covers various aspects, including research and writing, publication costs, and dissemination. Bui (2018) noted that book publication in tertiary institutions plays a vital role in business education programmes, facilitating the sharing of knowledge and research findings among academics, researchers, and student. Ghauri et al. (2017) noted that publishing books on business-related topics encourages research and development in the field, resulting in new insights, theories, and best practices. Bui, (2018) found that books published by academics in business education programs serve as valuable teaching resources, providing students with relevant, up-to-date, and research-informed knowledge. Ghauri also affirmed that book publication offers academics in business education programs opportunities for professional development, enabling them to demonstrate their expertise, enhance their reputation, and advance their careers. This, in turn, contributes to the institution's reputation and ranking, attracting top students, faculty, and funding opportunities.

The ownership of public universities could influence the activities of business educators especially in the area of TETFund intervention in public universities. Public Universities are universities established and managed by the government. According to the National Centre for Education Statistics (NCES) in Kulo (2014), Public Universities are universities that are maintained at public expense for the education of the children of common districts that constitute part of a system of free education. These universities are administered and supported by public funding and are classified into federal and state universities based on the sponsorship. Those owned and sponsored with federal government funds are regarded as federal universities while those that depend wholly on state revenue are regarded as state universities. State Universities in Nigeria have also received TETFund interventions, although the level of funding has been lower compared to federal universities. According to a study by Nworgu (2018), state universities have received funding from TETFund for infrastructure development, research, and staff training. Adeyemi (2019) also noted that federal universities have benefited from TETFund interventions in the areas of infrastructure development and research. The study found that these interventions have improved the overall quality of education and research in these institutions even though more still needs to be done.

Male and female business educators are found teaching in the business education programmes. The perception of Tertiary Education Trust Fund (TETFund) interventions in tertiary institutions may differ based on gender. Gender is defined as the different biological and physiological characteristics of males and females. It is also referred to as the physical differences between people who are male or female. According to Eze et al (2012), female lecturers tend to perceive TETFund interventions as having a more positive impact on their academic careers compared to their male counterparts. Adeyemi (2019) submitted that male lecturers may have more access to resources and opportunities, and therefore, TETFund interventions may not have as significant an impact on their academic careers. The various studies discussed thus far portray evidence of gender disparities on the perception of Tertiary Education Trust

Fund (TETFund) interventions in improving the quality of business education in universities. This situation necessitated the consideration of gender disparity as one of the moderator variables in this work. Given the above background, this study is to analyze the extent of Tertiary Education Trust Fund (TETFund) academic staff interventions in improving the quality of business education in public universities in the South-South Geopolitical Zone of Nigeria.

Statement of the Problem

Business Education in Nigeria is designed to equip graduates with the knowledge, skills, and attitudes required for self-employment and for employment in business, office, and educational organizations. Research has shown that the growth and development of the business education programme appears to be hampered by issues relating to poor funding and lack of adequate infrastructure for teaching and learning given its ever growing nature. This has adversely affected the quality of business education graduates in Nigeria. Most of them do not possess employability skills thereby making it difficult for them to secure jobs (Okeke-Ezeanyanwu and Oguejiofor, 2020). The TETFUND which is an intervention agency was set up in 2011 to mitigate the challenges affecting the quality of the business education programme as well as other education programmes in federal and state universities. However, fourteen years after its establishment, the problem continues to persist. The researcher is worried that if TETFUND carries out its stated objectives of providing and maintaining physical infrastructure for teaching and learning, instructional materials and equipment, providing funding for research and publication, academic staff training and development, then why do these problems continue to persist, especially in business education programme in universities in South-South Nigeria. This study thus empirically seeks to analyze the Tertiary Education Trust Fund (TETFund) interventions in improving the quality of business education in public universities in South-South Nigeria

Purpose of the Study

The main purpose of this study is to analyze the extent of Tertiary Education Trust Fund (TETFund) academic staff interventions in improving the quality of business education in Public Universities in South-South, Nigeria. Specifically, the study seeks to ascertain the extent:

1. TETFund's sponsorship of business educators on training and development has improved the quality of Business Education in Public Universities in South-South, Nigeria.
2. TETFund's sponsorship of business educators on academic research growth has improved the quality of business education in public universities in South-South, Nigeria.
3. TETFund's assistance to business educators in book publications has improved the quality of business education in public universities in South-South, Nigeria.

Research Questions

The following research questions guided the study.

1. To what extent has TETFund's sponsorship of business educators on academic staff training and development improved the quality of business education in public universities in South-South, Nigeria?
2. To what extent has TETFund's sponsorship of business educators on academic research growth improved the quality of business education in public universities in South-South, Nigeria?
3. To what extent has TETFund's assistance to business educators in book publication improved the quality of business education in public universities in South-South, Nigeria?

Hypotheses

The following null hypotheses were formulated and will be tested at 0.05% level of significance.

1. There is no significant difference in the mean ratings of male and female business educators in public universities on how TETFund's sponsorship of staff training has improved the quality of business education in public universities in South-South, Nigeria.
2. There is no significant difference in the mean ratings of business educators in State and Federal universities regarding the extent to which TETFund's sponsorship of academic research growth has improved the quality of business education in public universities in South-South, Nigeria.

3. There is no significant difference in the mean ratings of business educators in State and Federal universities regarding the extent to which TETFund's contribution in assisting business educators in book publication for quality improvement of business education in public universities in South-South, Nigeria.

METHODOLOGY

The study adopted survey research design. The area of study was South-South, Nigeria. South-South is one of the six geopolitical zones in Nigeria. The population of the study consists of 232 Business Educators (110 males and 122 females) in 13 public universities. They were all involved in the study due to the manageable size of the population. A 28 item questionnaire titled "TETFund Academic Staff Interventions and Quality of Business Education in Public Universities Questionnaire" was used for data collection. The questionnaire was validated by three (3) experts. The overall Cronbach Alpha reliability coefficient of 0.96 was obtained for the instrument which indicated a high internal consistency and is reliable for use for the study. Two hundred and thirty-two (232) copies of the data collection instrument were administered by the researcher with the assistance of two research assistants. The research assistants were briefed on how to administer and collect copies of the questionnaire. The research assistants visited the institutions and administered the instrument personally to the staff involved in the study. Those who could not complete theirs at the time of visit were revisited after 2 days to retrieve the instrument. The data collected were analyzed using Mean ($\bar{x}$) and Standard Deviation (SD) to answer the research questions. The null hypotheses were tested at 0.05 level of significance using independent t-test.

RESULTS

Research Question One: *To what extent has TETFund's sponsorship of business educators on academic staff training and development improved the quality of business education in public universities in South-South, Nigeria?*

Table 1: Mean Ratings and Standard Deviation Scores on the **extent TETFunds Sponsorship of Business Educators Training Improved the Quality of Business Education in Universities**

S/N	TETFunds sponsorship of business educators training:	Mean	Std.	Remarks
1	helped improved their qualification and professionalism	3.23	.64	HE
2	Helped to improve the quality of business education programme	3.23	.73	HE
3	Re-training of business education lecturers has lead to competent hands to handle business education curriculum	3.32	.65	HE
4	Has improved business education programme by providing adequate training	1.56	.63	ME
5	Has close the gap between teacher and modern day office technology	1.66	.51	ME
6	Has enabled business educators can effectively utilize various teaching methods and teaching aids.	1.37	.49	LE
7	has allowed business education lecturers to acquire new experiences which improved the quality of business education teaching	3.30	.66	HE
8	organized for business education has helped improved my teaching	3.25	.71	HE
9	has significantly improved the quality of business education in the university.	3.28	.64	HE
10	The training received through the sponsorship of TETFund has improved my performance on the job	3.24	.70	HE
	Overall	**2.74**	**.63**	**HE**

Note: HE- High Extent, ME -Moderate Extent

The Data in Table 1 revealed that the mean values of the respondents ranged from 1.37 to 3.30. Items 1, 2, 3, 7, 8, 9 and 10 have mean values which range from 3.23-3.32. This implies that the respondents accepted that TETFunds sponsorship of business educators training improved the quality of business education in South-South Nigeria. Items 4 and 5 have mean values which range from 1.56 – 1.66 which implies moderate extent. Item 6 had a mean value of 1.37 which implies low extent of improving the quality of business education in South-South Nigeria. The results equally revealed that the standard deviation of the items ranged from 0.49 to 0.71, the grand mean of 2.74, the study shows that TETFunds sponsorship of business educators on training has to a high extent improved the quality of business education in universities in South-South Nigeria.

Research Question Two: To what extent has TETFund's sponsorship of business educators on academic research growth improved the quality of business education in public universities in South-South, Nigeria?

Table 2: Mean Ratings and Standard Deviation Scores on the ***extent TETFunds Sponsorship of Business Educators on Research and Publication Improved the Quality of Business Education in Universities***

S/N	TETFund's sponsorship of business educators on research and publication	Mean	Std.	Remarks
11	supports business education lecturers to publish in local journals.	3.42	.68	HE
12	supports business education lecturers to publish in international journals.	1.34	.50	LE
13	encourages research growth in business education	1.64	.58	ME
14	provides research training and motivation to business education lecturers.	1.81	.62	ME
15	provides research grants that are easily accessible to business education lecturers in my university	1.53	.61	ME
16	Provides research grants to business education lecturers increases staff performance in teaching	2.69	.66	HE
17	enabled the library in my department to be linked with the internet to help carry out research	2.07	.41	ME
18	enabled the library to ultilize e-research in business education department.	2.04	.51	ME
19	to business education lecturers enhance the quality of business education programme in my universities.	3.25	.68	HE
20	contributed towards business education academic research	1.79	.52	ME
	Overall	**2.15**	**.57**	**ME**

Note*: HE- High Extent, ME -Moderate Extent*

The Data in Table 2 revealed that the mean values of the respondents ranged from 1.34 to 3.42. Items 11, 16 and 19 have mean values which ranged from 2.69-3.42. This implies that the respondents agreed that TETFund sponsorship of business educators on academic research growth have to a high extent improved the quality of business education in universities. Items 13, 14, 15, 17, 18 and 20 have mean values ranging from 1.53- 2.07. This implies that the respondents agreed that TETFund sponsorship of business educators on academic research growth have to a moderate extent improved the quality of business education in universities in South-South Nigeria. Items 12 have mean values 1.34. This implies that the respondents agreed that TETFund sponsorship of business educators on academic research growth have to a low extent improved the quality of business education in universities in South-South Nigeria. The results equally revealed that the standard deviation of the items ranged from 0.63 to 1.02. The study shows that TETFund sponsorship of business educators in the area of academic research growth has to a moderate extent improved the quality of business education in universities in South-South Nigeria

Research Question Three: *To what extent has TETFund's assistance to business educators in book publication improved the quality of business education in public universities in South-South, Nigeria?*

Table 3: Mean Ratings and Standard Deviation Scores on the extent TETFunds Assistance to Business Educators in Book Publication Improved the Quality of Business Education in Universities

S/N	*TETFund assistance to business educators in book publication provided*	Mean	Std.	Remarks
21	enough books available to students for effective learning	1.61	.59	ME
22	has brought about current books in the business education's library	1.21	.47	LE
23	publications in business education utilized effectively by students	1.36	.55	LE
24	Has helped business education lecturers reduce the challenges of book publication.	1.16	.52	LE
25	has been committed in introducing innovations and improvement through its intervention in the area of book publication	1.24	.53	LE
26	Publications are used in my university.	1.08	.38	LE
27	Are easily accessible in my university.	1.43	.54	LE
28	Has contributed significantly to the improvement of quality in business education in the university.	2.11	.81	ME
	Overall			

***Note**: HE- High Extent, ME -Moderate Extent*

The data shown in Table 3 revealed that the mean values of the respondents ranged from 1.08 to 2.11. Items 22, 23, 24, 25, 26 and 27 have mean values which ranged from 1.08-1.43. This implies that the respondents agreed that TETFund assistance to business educators in book publication have to a low extent improved the quality of business education in universities in South-South Nigeria. Item 21 and 28 has a mean value of 1.61 and 2.11. This implies that the respondents agreed that TETFund assistance to business educators in book publication has to a moderate extent improved the quality of business education in universities in South-South Nigeria. The results equally revealed that the standard deviation of the items ranged from 0.50 to 0.62, with a grand mean of 2.23 shows that TETFund contribution in the area of book publication has to a low extent improved the quality of education in universities in South-South Nigeria.

$H0_1$: There is no significant difference in the mean ratings of male and female business educators in public universities on TETFund's sponsorship of staff training to improve the quality of business education in public universities in South-South, Nigeria.

Table 4: t-test Results of Male and Female Business Educators in Public Universities on TETFund's Sponsorship of Staff Training and how it has Improved the Quality of Business Education in Public Universities

S/N	Gender	N	Mean	Std.	DF	t-cal	Alpha	P-Value	Decision
Item1	Male	110	3.23	.67					
	Female	115	3.23	.61	223	.466	0.05	.642	Not significant
Item2	Male	110	3.21	.73					
	Female	115	3.24	.73	223	.259	0.05	.796	Not significant
Item3	Male	110	3.25	.66		.			
	Female	115	3.38	.64	223	1.463	0.05	.145	Not significant
Item4	Male	110	1.52	.58					
	Female	115	1.60	.67	223	.967	0.05	.334	Not significant
Item5	Male	110	1.61	.50					
	Female	115	1.71	.52	223	1.377	0.05	.170	Not significant

Item6	Male	110	1.38	.48					
	Female	115	1.37	.50	223	.119	0.05	.905	Not significant
Item7	Male	110	3.24	.70					
	Female	115	3.35	.62	223	1.251	0.05	.213	Not significant
Item8	Male	110	3.28	.69					
	Female	115	3.22	.73	223	.583	0.05	.560	Not significant
Item9	Male	110	3.24	.66					
	Female	115	3.33	.61	223	.993	0.05	.322	Not significant
Item10	Male	110	3.20	.69					
	Female	115	3.26	.71	223	.643	0.05	.521	Not significant

Table 4 above shows that all the items are not significant. This is because their respective P- values are greater than alpha level of 0.05 at the degree of freedom of 223. The null hypothesis is not rejected, indicating that there is no significant difference in the mean ratings of male and female business educators in public universities on TETFunds sponsorship of staff training and how it has improved the quality of business education in public universities in South-South, Nigeria.

$H0_4$: There is no significant difference in the mean ratings of business educators in State and Federal universities regarding the extent to which TETFunds sponsorship of academic research growth improved the quality of business education in public universities in South-South, Nigeria.

Table 5: t-test Results of Business Educators in State and Federal Universities Regarding the extent to which TETFund's Sponsorship of Academic Research Growth Improved the Quality of Business Education in Public Universities

S/N	Ownership	N	Mean	Std.	DF	t-cal	Alpha	P-Value	Decision
Item11	Federal	106	3.20	.64	223				
	State	119	3.40	.615		1.323	0.05	.187	Not significant
Item12	Federal	106	3.27	.64					
	State	119	3.28	.66	223	.723	0.05	.471	Not significant
Item13	Federal	106	3.33	.65					
	State	119	3.27	.64	223	1.543	0.05	.124	Not significant
Item14	Federal	106	3.21	.73					
	State	119	3.23	.74	223	.815	0.05	.416	Not significant
Item15	Federal	106	1.48	.57					
	State	119	1.58	.65	223	.1.297	0.05	.196	Not significant
Item16	Federal	106	1.53	.63					
	State	119	1.67	.62	223	.2140	0.05	.033	Significant
Item17	Federal	106	1.46	.58					
	State	119	1.52	.63	223	.328	0.05	.743	Not significant
Item18	Federal	106	1.50	.65					
	State	119	1.47	.62	223	.570	0.05	.570	Not significant
Item19	Federal	106	3.26	.72					
	State	119	3.25	.65	223	.131	0.05	.896	Not significant
Item20	Federal	106	3.18	.70					
	State	119	3.33	.64	223	1.349	0.05	.179	Not significant

Table 5 shows that nine items out of ten have their respective P-values greater than the Alpha level of 0.05 at degree of freedom of 223 indicating that there is no significant difference in the mean ratings of business educators in State and Federal universities regarding the extent to which TETFunds sponsorship of academic research growth improved the quality of business education in public universities. While item 38 only has P-value of .033 which is less than 0.05; indicating there is a significant difference in the mean ratings of business educators in State and Federal universities regarding the extent to which TETFunds sponsorship of academic research growth improved the quality

of business education in public universities. The grand P-value 0.401 is greater than Alpha level of 0.05, this implies that the null hypothesis that states that there is no significant difference in the mean ratings of business educators in State and Federal universities regarding the extent to which TETFunds sponsorship of academic research growth improved the quality of business education in public universities is not rejected.

$H0_3$: There is no significant difference in the mean ratings of business educators in State and Federal universities regarding the extent to which TETFund's contribution in assisting business educators in book publication for quality improvement of business education in public universities in South-South, Nigeria.

Table 6: t-test Results of Business Educators in State and Federal Universities regarding the extent to which TETFunds Contribution in Assisting Business Educators in book Publication improve the Quality of Business Education in Public Universities

S/N	Ownership	N	Mean	Std.	DF	t-cal	Alpha	P-Value	Decision
Item21	Federal	106	3.15	.71					
	State	119	3.19	.76	223	.428	0.05	.669	Not significant
Item22	Federal	106	3.21	.66					
	State	119	3.37	.65	223	1.596	0.05	.112	Not significant
Item23	Federal	106	3.30	.69					
	State	119	3.34	.58	223	1.347	0.05	.179	Not significant
Item24	Federal	106	3.29	.63					
	State	119	3.37	.62	223	.788	0.05	.431	Not significant
Item25	Federal	106	1.95	.76					
	State	119	1.92	.61	223	.310	0.05	.757	Not significant
Item26	Federal	106	1.93	.81					
	State	119	1.94	.73	223	.151	0.05	.880	Not significant
Item27	Federal	106	1.81	.57					
	State	119	1.75	.50	223	.768	0.05	.443	Not significant
Item28	Federal	106	3.12	.54					
	State	119	3.01	.55	223	1.442	0.05	.151	Not significant

Table 6 above shows that all the items are not significant. This is because their respective P- values are greater than alpha level of 0.05 at the degree of freedom of 223. The null hypothesis is not rejected, indicating that there is no significant difference in the mean ratings of business educators in State and Federal universities regarding the extent to which TETFund's contribution in assisting business educators in book publication for quality improvement of business education in public universities in South-South, Nigeria.

DISCUSSION

The findings of the study revealed that TETFund sponsorship in the area of academic staff training and development have to a moderate extent improved the quality of business education in tertiary universities in South-South Nigeria. It shows that Staff training and development provided by TETFund has been a major boost to university education, and the improved the quality of education in university education. Hypothesis tested showed that there was no significant difference in the mean ratings of male and female business educators in public universities on TETFunds sponsorship of staff training improve the quality of business education in public universities in South-South, Nigeria. The researchers are of the view that the result is so because TETfund sponsorship of academic staff training and development is a game-changer for improving the quality of business education programmes in tertiary institutions. By supporting staff development, TETfund enables institutions to build a cadre of highly skilled and knowledgeable academics who can deliver world-class business education. Through sponsorship, staff can pursue advanced degrees, attend international conferences, and participate in research collaborations, enhancing their expertise and staying abreast of industry trends. This, in turn, enriches teaching, research, and community engagement, ultimately benefiting students and the broader business community. The

finding of the study is related to the finding of Ofojebe and Chukwuma (2015) who established that TETFund interventions have aided the training of many lecturers in both local and international seminars and conferences in addition to research development. The finding of the study is related to the finding of Abdulaziz, Olokooba, & Iyekolo, 2020) who noted that TETFund interventions provides funding for academic staff to embark on in-service training and development by sponsoring their further training in various academic fields, both local and international. The finding of the study is in agreement to the finding of Echono (2023) who asserted that TETFund has sponsored 1,761 academic staff of beneficiary institutions from across the country for the train-the-trainer capacity building programme on Research Proposal Writing and Grant Management held in various countries between 2019 and 2022. The finding of the study is related to the finding of Ogunode (2023) who posited that the Tertiary Education Trust Fund (TETFUND) has sponsored many academic staff from Nigerian tertiary institutions for both master's and PhD training in Nigerian universities while Ogunode (2023) affirmed that Tertiary Education Trust Fund (TETFUND) has assisted many Nigerian academic to abroad and acquire international training for the development of tertiary education in Nigeria.

The second findings of the study revealed that TETFund's contributions in the area of academic research growth have to a moderate extent improved the quality of business education in public universities in South-South Nigeria. Hypothesis tested showed that there was no significant difference in the mean ratings of business educators in State and Federal universities regarding the extent to which TETFund's sponsorship of academic research growth improved the quality of business education in public universities. The researchers are of the view that the result is so because TETFund sponsorship of academics on research growth is a significant boost to the quality of business education programmes in tertiary institutions. By supporting research initiatives, TETFund enables academics to explore innovative ideas, generate new knowledge, and apply findings to real-world business challenges. This research-driven approach enhances teaching, informs curriculum development, and keeps programmes relevant to industry needs. As academics engage in research, they inspire students to think critically, innovate, and solve problems, preparing graduates to drive business growth and success. Through TETFund's support, institutions can build research capacity, foster a culture of inquiry, and contribute to national development, ultimately elevating the quality of business education. The finding of the study is in agreement to the finding of Okoro (2019) who found that TETFund's Publication Support initiative has been critical in promoting research publication in business education, particularly among academics in Nigerian tertiary institutions. The finding of the study is related to the finding of Osibanjo (2018) who noted that TETFund's Conference Sponsorship initiative has been instrumental in promoting research publication in business education, particularly among academics in Nigerian tertiary institutions. TETFund has made significant contributions to research publication in business education through its various initiatives, including Research Grants, Publication Support, and Conference Sponsorship. The findings of the study is in line with Abubakar, Musa and Muhammad (2019), who indicated that over 5, 999 conference attendances where academic staff is sponsored to various places in the world for interaction with other colleagues to gain ideas and bring these ideas back home had been sponsored by TETFund. Additionally, the findings are in agreement with what Musa (2016) found in his study that the conference allows lecturers to better demonstrate their professionalism and their understanding of the ongoing need for professional learning which enhances their job performance. Similarly, the findings are in agreement with what Ezeali (2017) found in his study that TETFund sponsorship of academic staff to conferences and workshops has a significant impact on research and academic growth in government-owned tertiary Institutions in South Eastern Nigeria

The third findings of the study showed that TETFund has to a low extent helped to reduce the challenges of book publication, through grants for book publication, all in a bid to improve the quality of business education in Public Universities in South-South Nigeria. This means that TETfund contribution in assisting business educators in book publications has not improved the quality of business education in Public Universities in South-South Nigeria. The hypothesis inferred that there was no significant difference in the mean ratings of business educators in State and Federal universities regarding the extent

to which TETFund's contribution in assisting business educators in book publication for quality improvement of business education in public universities in South-South, Nigeria. The researchers are of the view that the result was so because TETFund's assistance to academic staff in book publication plays a significant role in enhancing the quality of business education programmes in tertiary institutions. By supporting the publication of academic books, TETFund enables academics to disseminate their knowledge, research findings, and expertise to a broader audience. This contributes to the development of updated and relevant curriculum materials, as published works often inform and shape course content. The publication of books also fosters a culture of research and innovation, encouraging academics to explore new ideas and share their insights with peers and students. The findings of the study is in line with Adeyemi (2020), who found that TETFund's book publication support is a critical component of its intervention programs, designed to enhance the quality of education and research in Nigeria. TETFund's book publication support covers various aspects, including research and writing, publication costs, and dissemination. The findings of the study is in line with Bui (2018) who noted that book publication in tertiary institutions plays a vital role in business education programmes, facilitating the sharing of knowledge and research findings among academics, researchers, and student. The finding of the study is in line with Ghauri et al. (2017) who noted that publishing books on business-related topics encourages research and development in the field, resulting in new insights, theories, and best practices. The findings of the study is in line with Bui, (2018) who found that books published by academics in business education programs serve as valuable teaching resources, providing students with relevant, up-to-date, and research-informed knowledge. Furthermore, the findings of the study is in line with Ghauri et al. (2017) who affirmed that book publication offers academics in business education programs opportunities for professional development, enabling them to demonstrate their expertise, enhance their reputation, and advance their careers. This, in turn, contributes to the institution's reputation and ranking, attracting top students, faculty, and funding opportunities.

CONCLUSION

This study assessed the extent of Tertiary Education Trust Fund (TETFund) academic staff interventions improve the quality of business education in Public Universities in South-South, Nigeria. It is concluded that the activities of TETFund should be encouraged in order to launch tertiary institutions on a better footing in terms of quality business education. Quality in business education is associated with improvement in the livelihoods of individuals and higher productivity and thus improvement of the economic growth of the nation.

RECOMMENDATIONS

Based on the findings and conclusion of the study, the following recommendations were made:

1. Federal Government through the Tertiary Education Trust Fund (TETFund) should increase the annual normal allocation, particularly on Academic content-based interventions like conference attendance and journal publication in South-South Universities to train a significant number of business educators for maximum productivity.
2. TETFund intervention in academic staff training and development should be encouraged to continue and increase the intervention to enable more academics utilize the available opportunities
3. Publishers should complement the effort of TETFund in assisting the Nigerian university staff in the publication of their books and articles without payment. Such publishers should be encouraged by government by granting them tax relief and other incentives for smooth operations.

REFERENCES

Abdulaziz, I., Olokooba, I.N, & Iyekolo, A.O (2020) Tertiary education trust fund intervention on academic staff capacity building in Lagos State University, Nigeria. *Journal of Education and Learning (EduLearn)* 14(2), 155~161

Abdullahi, B. I. (2021). Impact of Tertiary Education Trust Fund (TETFund) intervention on quality and relevant educational research (2015-2019). *Journal of Science Technology and Education* 9(1), 117-125

Abubakar, H. Musa, P. & Muhammad, E. (2019). Management of Educational Resources for the Implementation of Vocational Subjects in Technical Colleges in South East, Nigeria. *International Journal of Scientific and Engineering Research,* 10(2), 831-855

Adeyem, R. O. (2022). The state of university education in Nigeria. National Universities Commission, Nigeria.

Adeyemi, S. S. Oduma, C. A. & Igwe, K. O. (2022). Business educators' perceived self-actualization job satisfaction indicators for improved performance in tertiary INSTITUTIONS, *International Journal of Innovative Social & Science Education Research 10(1):25-32,*

Adeyemi, T. O. (2019). Financing of education in Nigeria: an analytical review. *American Journal of Social and Management Sciences,* 2(3), 295-303

Adeyemi, T. O. (2020). TETFund's intervention in Nigerian universities: A critical analysis. *Journal of Education and Human Development*, 9(2), 1-10.

Bui, H. T. (2018). The impact of academic publishing on business education. *Journal of Business Education*, 93(3), 1-9.

Echono, S. T. (2023) Funding research in a developing economy. Text of 21st convocation lecture of the Nigerian Defence Academy in honour of graduating cadets of 70 regular course and postgraduate students delivered on Thursday 14th September 2023

Emehi, E. (2023). Perceived influence of the use of e-learning technologies in teaching business education courses in public universities in South-South, Nigeria, *International Journal of Advanced Research in Social Engineering and Development Strategies, 5* (1), 54-62.

Eze, C. C., Okoro, C. C., & Nwankwo, C. U. (2019). Gender differences in perception of TETFund interventions among academic staff in Nigerian universities. *Journal of Higher Education*, 12(2), 1-15.

Ezeali, N. S. (2017). The effects of Tertiary Education Trust Fund (TETfund) intervention in Business education and its benefits for sustainable development with special attention to Business Education. *JO*SSAAR (JESTP); *Journal of Educational Studies, Trends & Practice* 28(8); 224-229

Ghauri, P. N., Gronhaug, K., & Strange, R. (2017). Research methods in business studies: A practical guide. Cambridge University Press.

Kulo, D. (2014). Effect of in-service training on improving staff performance (a case study: The social security offices of Aebil Province). *Journal of Basic and Applied Scientific,* 6(3). 77-83. Research www.textroad.com.

Musa, H. (2016).

Nagbi, J. & Micah, K. (2019). Impact of TETFund intervention on academic staff development at federal university Gashua, Yobe state, Nigeria. Journal of Political Science. 1(1), 304-323. https://journals.unijos. edu.ng/ojs/index.php/ujjps/.

Nworgu, B. G. (2018). TETFund interventions and infrastructure development in Nigerian tertiary institutions. *Journal of Educational Management*, 10(1), 1-10.

Odu, O. O., Oluwatayo, J. A., & Adebayo, A. A. (2020). Female academics' perception of TETFund interventions in Nigerian universities. *Journal of Women in Education*, 13(1), 1-10.

Ofojebe, E.N., & Chukwuma, E.T.C. (2015). Managing the Nigerian tertiary education for national transformation through effective continuous staff training and development (CSTD). *International Journal of Education and Practice*, 3(3), 143-155.

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), 78-85*

Okebukola, P. A. (2017). Disciplinary differences in perception of TETFund interventions among academic staff in Nigerian universities. *Journal of Academic Research*, 11(1), 1-12.

Okeke-Ezeanyanwu, J.A & Oguejiofor, C.S. (2020). Employers' Perception on Strategies for improving School-Industry collaboration for Quality Business Education Programme in Tertiary Institutions in Anambra State. Nigerian *Journal of Business Education.* 7(1), 101-117.

Okiridu, K. L. (2016). Infrastructural development and quality assurance in Nigerian higher education". *Journal of Emerging Trends in Education Research and Policy Study.2* (1). 9-16.

Okoro, O. (2019). TETFund's impact on the development of tertiary education in Nigeria. *Journal of Tertiary Education and Research*, 4(1), 1-12.

Osibanjo, A. O. (2018). Research publication in business education: Challenges and prospects. *Journal of Business Education and Management*, 5(1), 1-8.