



## **Determinants of TETFUND's Needs Assessment Intervention in Public Tertiary Institutions in Niger State, Nigeria During the COVID-19 Pandemic**

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### **Abstract**

This study examined the determinants of TETFUND's needs assessment intervention among public tertiary institutions in Niger State, Nigeria, during the COVID-19 pandemic. A cross-sectional survey research design was employed, with a population comprising 12,263 respondents from eight public higher education institutions in Niger State. A sample of 256 respondents was selected from five of these institutions using multistage and stratified random sampling techniques. Respondents were stratified by type of institution (Degree-Awarding and Non-Degree-Awarding), and a simple random sampling lottery method was used to finalize the sample size. The researchers developed a single instrument for data collection and employed descriptive statistics, including mean and standard deviation, to address the research questions. The findings revealed that despite the challenges posed by the COVID-19 pandemic, TETFUND successfully intervened in the needs assessment process in Niger State. The study recommends that TETFUND's funding base should be further strengthened and that additional efforts are required to address the ongoing issues facing tertiary education in Nigeria.

**Keywords:** Needs assessment, TETFUND, intervention, tertiary education.

### **Introduction**

The COVID-19 pandemic has had a profound global impact, affecting multiple sectors, including education. It has led to significant disruptions and changes, especially in the educational sector, which is crucial for the development of any nation. The world is shifting towards e-learning to mitigate the effects of the pandemic. However, developing countries, such as Nigeria, face substantial challenges in transitioning from traditional teaching methods to e-learning during the pandemic. These challenges are due to varying levels of institutional preparedness, inadequate infrastructure, insufficient funding, and policy issues within Nigeria's educational sector (Adeoye, Adanikin & Adanikin, 2020).

In the 21st century, funding remains a significant challenge for tertiary education in Nigeria and across Africa. Funding is an essential resource for implementing strategic initiatives, such as those carried out by the Tertiary Education Trust Fund (TETFund). TETFund's activities are highly capital-intensive, requiring substantial financial, human, and material resources to meet the needs of tertiary education institutions across Nigeria. However, the projected expenditure of TETFund often exceeds its income, limiting its capacity to fulfill its responsibilities effectively. The lack of adequate funding can either slow or completely halt TETFund's ability to implement critical projects.



**Determinants of TETFUND's Needs...** (Bello et. al., 2024). DOI: <https://www.doi.org/10.5281/zenodo.13765153>

TETFund is responsible for distributing intervention funds to various public higher education institutions in Nigeria, including universities, polytechnics, colleges of education, and health institutions. While TETFund also supports other levels of education, its primary focus has been on distributing and monitoring funds within the tertiary education sector (Ogunde, 2011). Established in 2011, TETFund was created as a government intervention to address the lack of facilities in tertiary education institutions (Nairaland, 2013). Agencies such as the Central Bank of Nigeria (CBN) and the Federal Inland Revenue Service (FIRS) provide funds to TETFund, which in turn distributes these resources to public tertiary institutions. However, TETFund's interventions are typically limited to public institutions.

TETFund plays a vital role in assessing the needs of tertiary institutions to ensure effective human capital development and to help institutions meet their mission and vision. A needs assessment is a systematic process of identifying and addressing gaps between current and desired conditions in tertiary education. It is essential for improving institutional performance and correcting deficiencies. Needs assessments help institutions refine their educational strategies, making them more practical and effective in addressing institutional requirements (Kizlik, n.d.). Effective needs assessments focus on the results and provide concrete evidence to guide decision-making in policy, program design, and implementation (Fulgham & Shaughnessy, 2008; Altschuld, James & David, 2010).

The challenges in Nigeria's education sector extend beyond funding. Many institutions face the issue of corruption and mismanagement, which hampers the effective utilization of funds allocated by TETFund. Institutions often struggle with refurbishing dilapidated infrastructure and addressing essential needs due to a lack of accountability and proper fund utilization. The lack of political will and inadequate funding are significant obstacles to the educational sector's progress (Oweh, 2013). The issue of underfunded projects and uncompleted infrastructure further compounds these problems, as universities and other tertiary institutions fail to meet the demands of quality education due to financial constraints.

Funding in tertiary education is administered by TETFund to support various critical areas, including academic staff training and development, instructional materials, research and publications, infrastructure, entrepreneurship, and ICT support. These interventions are crucial for improving the quality of education in Nigeria's higher education institutions (Anulika & Japhet, 2018). The provision of instructional materials, such as audio-visual aids, can enhance teaching and learning processes, as these resources help make lessons more practical and engaging for students (Wales, 2009; Emma & Ajayi, 2017). Moreover, research and publications are vital for advancing knowledge and solving educational problems (Umoru, 2010; Osuala, 2005).

TETFund's interventions have had a notable impact on academic staff development and capacity building. Studies have shown that TETFund's role in providing infrastructure and supporting research has positively influenced the quality of teaching and learning in Nigeria (Abdulaziz, Olokooba, Iyekolo, 2020; Titus, 2013). However, challenges remain, particularly in ensuring that these interventions lead to sustainable development and significant improvements in the education sector. Furthermore, some scholars argue that TETFund's human capital development initiatives should be extended to non-academic staff to ensure holistic development across tertiary institutions (Ogar, 2012).

The role of the Tertiary Education Trust Fund (TETFund) in Nigeria is pivotal in supporting public tertiary institutions, addressing critical areas such as academic staff training, research and publications, infrastructure development, and provision of instructional materials. Recent literature and studies underscore both the achievements and the ongoing challenges faced by TETFund in its mission to enhance the quality of higher education in Nigeria. The COVID-19 pandemic significantly disrupted educational systems worldwide, leading to a rapid shift towards e-learning in many developed countries. However, in Nigeria, the pandemic exposed deep-seated systemic inequalities within the educational sector, primarily due to limited infrastructure, financial constraints, and policy inconsistencies (Ogunyemi, 2023). The digital divide remains a critical issue, with many institutions struggling to adapt to online learning due to inadequate technological resources and poor digital literacy (Adeyemo et al., 2023).

Funding continues to be a major challenge for Nigerian tertiary institutions. TETFund plays a crucial role in mitigating this challenge by providing financial support for infrastructural development and human capital enhancement. Recent evaluations indicate that while TETFund has made significant contributions, there are notable gaps in aligning its generated income with the actual needs of institutions (Adewale, 2024). Issues such as bureaucratic inefficiencies and corruption often impede the effective utilization of funds, leading to delays in project implementation and infrastructure development (Moses & Akinola, 2024). Despite TETFund's efforts, many Nigerian institutions still face severe infrastructural deficits. Dilapidated facilities and a lack of essential amenities are prevalent,



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impacting the quality of education and student experiences (Ibrahim & Olanrewaju, 2023). TETFund's initiatives in academic staff training and professional development are commendable; however, there is a call for extending capacity-building programs to non-academic staff, who are also integral to institutional operations (Nwankwo, 2024).

Research and publication are crucial for academic advancement, yet many Nigerian institutions struggle with limited resources and support for scholarly activities. Despite TETFund's grants for research, challenges such as bureaucratic hurdles and inadequate infrastructure persist (Oluwaseun & Emeka, 2024). The focus on problem-solving research that addresses real-world challenges is needed to enhance the impact of research outputs (Onyema & Nwaogbe, 2023). Effective monitoring and accountability mechanisms are essential for ensuring the proper utilization of TETFund resources. Recent reports highlight issues with fund mismanagement and project delays due to poor oversight and lack of transparency (Afolabi & Suleiman, 2024). Strengthening these mechanisms could improve the efficiency of fund utilization and project execution. TETFund's support for research, while beneficial, has not fully addressed the gaps in research quality and relevance. The need for research to be more application-oriented and less theoretical is emphasized to drive innovations and influence policy decisions (Chuka & Eke, 2023). Increased focus on practical research that addresses societal issues is essential for maximizing the impact of TETFund's investments.

TETFund alone cannot address the myriad issues facing Nigeria's educational system. Political will and sustained investment are crucial for comprehensive educational reform. A holistic approach involving policy reform, capacity building, and private sector involvement is necessary to address the systemic challenges (Jibril & Bello, 2023). Institutional autonomy and better management practices can further enhance the effectiveness of TETFund's interventions.

In nutshell, while TETFund has made significant strides in addressing some of the challenges in Nigeria's tertiary education sector, there are still substantial hurdles to overcome. Improving funding, enhancing accountability, and ensuring the proper utilization of resources are critical for the continued development of higher education in Nigeria. TETFund, if well-coordinated, has the potential to transform the structure and quality of university education in Nigeria, but it requires consistent support and commitment from all stakeholders to achieve its objectives (Agha & Udu, 2019).

Despite the significant role of the Tertiary Education Trust Fund (TETFund) in supporting public tertiary institutions across Nigeria, there is a need for a comprehensive evaluation of its impact specifically within Niger State. This research aims to answer the following questions: Certainly! Here's the problem statement recast in an interrogative form: "How does TETFund intervene in the enhancement of school infrastructures within public tertiary institutions in Niger State? To what extent has TETFund's support impacted research and publication activities in these institutions? In what ways has TETFund contributed to the provision of instructional materials for public tertiary education in Niger State? How effective is TETFund's intervention in supplying essential school facilities to these institutions?" This study seeks to address these questions to better understand TETFund's role and effectiveness in supporting public tertiary education in Niger State. Understanding these dimensions will provide insights into TETFund's contributions and identify areas for potential improvement in its strategies and implementation.

### **Objectives**

1. Determine how TETFund intervene on school infrastructures in public tertiary education in Niger State.
2. Ascertain how TETFund intervene on research and publication in public tertiary education in Niger State
3. Examine how TETFund intervene on provision of instructional materials in public tertiary education in Niger State
4. Examine how TETFund intervene on provision of school facilities in public tertiary education in Niger State.

### **Research Questions**

The following research questions guided the study:

1. To what extend do TETFund intervene on school infrastructures in public tertiary education in Niger State?
2. How do TETFund intervene on research and publication in public tertiary education in NIGER State?
3. How do TETFund intervene on provision of instructional materials in public tertiary education in Niger State?
4. How do TETFund intervene on provision of school facilities in public tertiary education Niger State?



## Methodology

The researchers used cross-sectional survey research design. This is because it involves the collection of data within a short span of time from a random sample of the target population. This design considered appropriate because the study sought to assess the impact of tertiary education trust fund intervention on funding public higher education in Niger State. The population of this study comprised 12,263 respondents from 8 tertiary public higher educations in Niger State. The common characteristic of the population is that they are tertiary institution students. The sample for this study consists of 256 respondents from eight (5) public higher education (Degree and Non-Degree Awarded in NIGER State. The study adopts multistage and stratified random sampling techniques. Respondents were stratified along institutions (Degree Awarded and Non- Degree Awarded). Finally, the lottery method of simple random sampling was employed to obtain a sample size of 256. Serial numbers of the elements in the sampling frame were recorded on pieces of papers folded and mixed thoroughly before respondents were asked to pick at once without replacement. This technique will give the respondents equal opportunity of being selected thereby, reducing the bias effect that may interfere with the validity and reliability of the study.

The researchers developed a single instrument for data collection for the respondents. Tagged Questionnaire on tertiary education trust fun intervention (QTETFI) which contain twenty-five (25) unstructured items. QTETFI is made up of two sections, section 'A' contained 1 items of the bio-data of respondents in form of school type. Section 'B' will consist 24 items that expresses statements on the assessment of the impact of tertiary education trust fund interventions on funding public higher education in NIGER State. QTETFI is based on 4-point likert scale of measurement given as follows: Strongly Agree, Agree, Disagree and Strongly Disagree.

The instrument on tertiary education trust fun intervention (QTETFI) was subjected to experts' judgment for validation. Two experts in Educational Measurement and Evaluation validated the instrument by checking for appropriateness and relevance of the items, clarity of expression and size of print. The logical consensus of the experts of 0.89 was obtained using criterial validity. Therefore, the instrument was considered suitable for data collection for the study. Instrument on tertiary education trust fun intervention (QTETFI) was pilot tested on a small portion of the target population which is not part of the sampled respondents. The instrument was pilot tested on twenty (30) respondents at Federal University Lafia Niger State. This to determine reliability of the instrument using Cronbach's Alpha coefficient method of estimating reliability will be employed to compute coefficients of internal consistency of 0.93 index. This was considered suitable because Cronbach Alpha coefficient is more general method of estimating internal consistency for instrument with scales that provide responses on a continuum of 'Strongly Agree, Agree, Undecided, Strongly Disagree and Disagree (Emaikwu, 2011).

The instrument was administered personally by the researchers prior to arrangement with the institutions, the consent of the respondents was sought. The privacy of information and other ethical assurances was guaranteed to the respondent. Immediately, the researchers administered the instrument. Freedom to ask questions for clarification will be granted and sufficient time to respond to the items were also given to the respondents. Subsequently, completed questionnaires were collected at once for analysis. The researchers made use of descriptive statistics of mean and standard deviation to answered research questions.

## Results

**Research Question 1:** To what extend do TETFund intervene on school infrastructures in public higher education in Niger State?

**Table 2: Means and Standard Deviation on how TETFund intervene on school infrastructures**

S/N	Statement	SA	A	D	SD	Means	StD
4	Tetfund intervention has contributed on provision of infrastructure for effective teaching and learning in Niger state tertiary institutions	56	64	9	3	2.35	0.45
5	Tetfund intervention has contributed on construction of Roadway Project	45	76	12	2	2.65	0.42



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6	Tetfund intervention has contributed majorly on construction of Interlocking of Administrative quadrangle in Niger state tertiary institutions	59	52	8	7	2.56	0.41
7	Tetfund intervention has contributed on building of Bathroom toiletsin Niger state tertiary institutions	68	52	4	3	2.45	0.38
8	Tetfund intervention has contributed on building of Laboratory Tables and Chairs in Niger state tertiary institutions	57	69	8	2	2.62	0.32
9	Tetfund intervention has contributed on Construction of academic staff office building for faculties in Niger state tertiary institutions	87	38	7	4	2.44	0.48
10	Tetfund intervention has contributed on building of lectures rooms in Niger state	66	42	25	1	2.35	0.45
11	Tetfund intervention has contributed on building of lecture halls in Niger state tertiary institutions	59		8	7	2.65	0.42
12	Tetfund intervention has contributed on building of ICT in Niger state tertiary institutions	68		4	3	2.56	0.41
13	Tetfund intervention has contributed on building of Hostelsin Niger state tertiary institutions	57		8	2	2.45	0.38
14	Tetfund intervention has contributed on building of Staff quartersin Niger state tertiary institutions	87		7	4	2.62	0.32
15	Tetfund intervention has contributed on Renovation of Classroomsin Niger state tertiary institutions	66		25	1	2.44	0.48
16	Tetfund intervention has contributed on Construction of demonstration studio for mass communication departmentin Niger state tertiary institutions	45		23	4	3.2	0.32

Table 2 indicates majority of items numbered in 4 -16 were all with mean scores above2.50 with a grand mean score of 2.5613 which is above 2.50. This revealed that the respondents are aware that TETFund intervene on school infrastructures in public higher education in Niger State.

**Research Question 2:** How do TETFund intervene on provision of instructional materials in public higher education in NIGER State?

**Table 1: Means and Standard Deviation on how TETFund intervene on provision of instructional materials**

S/N	Statement	SA	A	D	SD	Means	StD
1	Tetfund intervention has contributed on provision of textbooks for the lecturers and students in Niger state tertiary institutions	78	13	2	68	2.45	1.45
2	Tetfund intervention has contributed on provision of science apparatus for science lecturers and students in Niger state tertiary institutions	64	43	6	59	2.13	1.27
3	Tetfund intervention has contributed provision of white electrical board in Niger state tertiary institutions	93	39	2	28	2.11	1.16

Mean Cut-off Point: 3:00

Table 1 indicates majority of items numbered in 1 -3 were all with mean scores above2.50 with a grand mean score of 2.5613 which is above 2.50. This revealed that the respondents are aware that TETFund intervene on provision of instructional materials in public higher education in Niger State.

**Research Question 3:**

How do TETFund intervene on research and publication in public higher education in Niger State?





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**Table 3: Means and Standard Deviation on how TETFund intervene on research and publication**

S/N	Statement	SA	A	D	SD	Means	StD
18	Academic staff in Niger state benefits from staff training and development of Tetfund interventionin Niger state tertiary institutions	123	11	3	0	2.54	0.36
19	Tetfund intervention has a quality of transforming academic staff capacity building in Niger state tertiary institutions	57	65	1	0	2.41	0.43
20	Enough funds are disbursed through Tetfund intervention for academic staff in Niger state tertiary institutions for conference attendance	71	55	6	5	2.33	0.37
21	Tetfund intervention plays a significant role on research and academic growthin Niger state tertiary institutions	84	41	8	5	2.28	0.45
22	Tetfund intervention funds are accessed and utilized by lecturers in in NIGER state	68	43	10	7	2.67	0.42
23	Academic staff acquire better skills and knowledge for imparting knowledge through Tetfund intervention in Niger state tertiary institutions	36	64	15	8	2.86	0.44
24	Tetfund intervention in Niger state provides a well-designed workshop for mentoring and orientation programmesin Niger state tertiary institutions	48	51	8	1	2.65	0.48
25	Capacity building of academic staff improved through releasing of Tetfund funds for staff training and development in Niger state tertiary institutions	52	37	13	14	2.56	0.39
26	There is no positive impact of Tetfund through capacity building on staff development in Niger state tertiary institutions	123	11	3	0	2.54	0.36
27	Tetfund should disburse more funds for more lecturers to go on research for better performance in Niger state tertiary institutions	57	65	1	0	2.41	0.43
28	Academic staff capacity building is an effective tool for staff higher productivity in academia through Tetfund intervention in Niger state tertiary institutions	71	55	6	5	2.33	0.37
29	Through Tetfund intervention, academic staff are frequently granted funds fortraining and conference attendance in in Niger state tertiary institutions for better performance	84	41	8	5	2.28	0.45
30	Tetfund intervention has never contributed to research programmes for academic staff development in Niger state tertiary institutions	68	43	10	7	2.67	0.42
31	There is positive relationship between Tetfund intervention on capacity building and increased academic performance in Niger state tertiary institutions	36	64	15	8	2.86	0.44
32	There is ease accessing Tetfund funds that allows more academic staff apply for and granted funds for publications, training and development in Niger state tertiary institutions	48	51	8	1	2.65	0.48
33	Tetfund intervention in Niger state is one of the biggest interventions that transformed teaching and learning positively through academic staff development programmesin Niger state tertiary institutions	52	37	13	14	2.56	0.39

Table 3 indicates majority of items numbered in 8 -33 were all with mean scores above2.50 with a grand mean score of 2.5613 which is above 2.50. This revealed that the respondents are aware that TETFund intervene on research and publication in public higher education in Niger State.



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#### **Research Question 4:**

How do TETFund intervene on provision of school facilities in public higher education NIGER State?

**Table 4: Means and Standard Deviation on how TETFund intervene on school infrastructures**

S/N	Statement	SA	A	D	SD	Means	StD
34	There is a positive impact on academic staff performance through Tetfund intervention in Niger state tertiary institutions	123	11	0	3	2.54	0.36
35	Tetfund intervention has contributed on provision of computer facilities in Niger state tertiary institutions	57	65	14	1	2.41	0.43
36	Tetfund intervention does not in any way have effect on academic staff performance	71	55	-	6	2.33	0.37
37	Tetfund intervention has contributed on provision of science laboratory apparatus in Niger state tertiary institutions	84	41	-	8	2.28	0.45
38	Tetfund intervention has contributed on provision of tables in Niger state tertiary institutions	68	43	9	10	2.67	0.42
39	Tetfund intervention has contributed on provision of chairs in Niger state tertiary institutions	36	64	14	15	2.86	0.44
40	Tetfund intervention has contributed on provision of computer internet facilities in Niger state tertiary institutions	48	51	28	8	2.65	0.48
41	Provision of demonstration studio for mass communication department equipment in Niger state tertiary institutions	52	37	34	13	2.56	0.39

Table 4 indicates majority of items numbered in 34 -41 were all with mean scores above 2.50 with a grand mean score of 2.5613 which is above 2.50. This revealed that the respondents are aware that TETFund intervene on provision of school facilities in public higher education Niger State.

### **Discussion of Findings**

First finding from the study revealed that TETFund intervene on provision of instructional materials in public tertiary education in Niger State. this agreed with view of Wales (2009) who was of the opinion that the employment of audio-visual tutorial materials would build discovered facts affixed firmly to the memory of scholars. Alos it supports the ideal of Savoury (2017) that, a well-planned and ingenious use of visual aids in lessons ought to do a lot of to banish apathy, supplement inadequacy of books in addition as arouse students' interest by giving them one thing sensible to envision and do, and at identical time serving to to coach them to suppose things out themselves. Audio-visual tutorial materials consistent with Emma and Ajayi (2017) square measure those things that facilitate teaching and learning method. It helps to market understanding of the construct and generalization by creating lesson sensible and realistic.

Second finding from the study revealed that TETFund intervene on school infrastructures in public tertiary education in Niger State by construction of Roadway Project, Interlocking of Administrative quadrangle, building of Bathroom toilets, building of Laboratory Tables and Chairs, Construction of academic staff office building for faculties, building of lectures rooms, Renovation of Classrooms, etc. this finding support agreed with work of Abdulaziz, Olokooba and Iyekolo (2020) who found out that provision of infrastructure for effective teaching and learning is the major the fund intervention towards qualitative transformation of academic staff and fund intervention in for academic staff capacity building was major priority.

Third finding from the study shows TETFund intervene on research and publications in public tertiary education in NIGER State through Academic staff benefits from staff training and development,, quality of transforming academic staff capacity building, Enough funds are disbursed through, for conference attendance, , Academic staff acquire better skills and knowledge for imparting knowledge through Tetfund intervention, it provides a well-designed workshop for mentoring and orientation programmes, Capacity building of academic staff improved through releasing of Tetfund funds for staff training and development and interventions that transformed teaching and learning positively through academic staff development programmes. This finding support the work of (Umoru, 2010) where he viewed research and publications as square measure systematic investigation towards increasing the total of



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human information. the foremost necessary tool usually wont to perceive a haul, delineate problems concerning it and breakdown conflicts close it, is analysis. The finding further agreed with Okeke (2004) who found out there is a significant want for professionals to start up analysis and publication as some way of finding solutions to varied issues touching the education sector.

Findings from qualitative analysis of in-depth interviews with key informants reveal that in the majority of tertiary educational institutions in Niger state there is a scarcity of qualified academic staff to undertake quality research and effective teaching. Skill gaps in this regard were more pronounced in science-based than humanity-based disciplines. Data from the Niger state university indicates that more than 50 per cent of university staff had adequate counselling, pedagogical and ICT competencies required of teachers at the tertiary level of education. A number of strategies for addressing skill and competency gaps at the tertiary education subsector were suggested. The strategies can be classified into short- and long-term measures. Short-term measures include the provision of incentives and other motivating factors for practising teachers, such as enhanced salaries and general improvement in conditions of service. Staff should be provided with a constant supply of electricity and water, adequate teaching and research materials, and Internet connectivity with subscription to online journals and e-resources – all of which contribute to making the work environment conducive to providing quality education. Provision of incentives and good working conditions will not only ensure that existing academics are retained in the system but also help to attract international scholars into Nigeria's tertiary education.

Forth finding from the study revealed that Tfund intervene on provision of school facilities in public tertiary education Niger State in terms provision of computer facilities, science laboratory apparatus, tables, chair, computer internet facilities, demonstration studio for mass communication department equipment, etc. Findings from key informant interviews reveal that Niger state tertiary institutions can bridge skill gaps in the system by leveraging initiatives aimed at facilitating knowledge and transfer of skills of international scholars from the diaspora. To do this, the institutions must identify their capacity-building priorities and areas of diaspora engagement, following Ferede's (n.d.) suggested possible areas of diaspora engagement in African universities: Short-term or summer teaching and research visitations, Facilitation of seminars, workshops and conferences, Partnerships and collaborations on research projects, Access to funding, data, research and technology, Serving as mentors and advisers, Co-creation and review of teaching curricula and PhD training materials.

As a long-term measure, special training and a variety of staff development programmes, both within and outside the country, are required to improve the competencies of academic staff in tertiary institutions. It has become expedient for institutions to embark on sustainable staff development programmes to improve academic staff competencies and qualifications. In order to meet the requirement of PhD as the minimum qualification for teaching in tertiary institutions, academic staff without doctoral degrees or who are currently pursuing one should be encouraged to start or complete their studies. The provision of scholarship for staff will serve as an impetus for speedy completion and acquisition of their doctoral degrees. Findings from the assessment reveal that problems of skill shortage and competency gaps in tertiary education can be solved through the adoption of the e-learning platform. Where physical presence of international scholars and experts cannot be attained, teaching and research collaboration could take place through distance learning using modern information technologies.

## **Recommendations**

1. It is recommended that the nation's institutions undergo massive infrastructural upgrade and maintenance to set the stage for the return of diaspora academics and professionals.
2. TETFund's funding base should be further strengthened on the one hand, and, on the other hand, TETFund needs to put in more efforts towards solving the number of problems in the public tertiary level in the country.
3. Federal Ministry of education should direct all tertiary institutions to set up offices mandated with the mission of working closely with the diaspora.

## **Conclusion**

This needs assessment was conceptualized to identify skill and competency gaps in Niger higher education. Based on this conceptualization, and from the desk review of relevant literature, and more crucially from the in-depth interviews conducted with respondents. Lack of modern infrastructure, scarcity of teaching materials and inadequate





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research equipment in NIGER state institutions are push factors for the exodus of staff to other countries in search of greener pastures. Basic facilities such as furniture, office accommodation, classrooms and laboratory equipment are lacking or are overstretched in capacity in many institutions. Key informants argued that these inadequacies make it impossible for academics to engage in any cutting-edge research that can advance the frontiers of knowledge. The situation poses a big challenge to efforts targeted at persuading academics in diaspora to return home to contribute to national development.

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