



FUNDS ALLOCATION AND MANAGEMENT OF STAFF DEVELOPMENT PROGRAMMES IN UNIVERSITIES IN NORTH WEST ZONE, NIGERIA

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Abstract

This study examined funds allocation and management of staff development programmes in Universities in North West Zone, Nigeria. Two research questions and hypotheses guided the study. The study adopted the descriptive survey research design with a population of 25,020, while the sample size of the study was 444 stakeholders chosen through the simple random sampling technique. The instrument used for the collection of data was a self-structured questionnaire titled, "Funds Management Development Programmes Questionnaire" (FMDPQ) with a reliability coefficient index of 'r' = 0.97 obtained through the Cronbach alpha method. The questionnaire was structured on 5 points type rating scale responses of Strongly Agree (SA), Agree (A), Undecided (U) Disagree (D) and Strongly Disagree (SD). Data were analysed using frequency counts and percentages for the research questions while the hypotheses were tested using One-Way Analysis of Variance (ANOVA) at $p < 0.05$ level of significance. Findings of the study revealed that there was adequate fund allocation for the management of in- service training program and it was effectively utilized by the management of universities. However, fund allocation for the management of conference programmes was inadequate and it affected staff progress positively in most Universities in North West Zone, Nigeria. The study recommended among others that; government should make adequate allocation of funds to Universities for the management of conference attendance by staff and this should be done through liaison with the Non- Governmental Agencies/Organizations for Nigerian Universities to effectively carry out the primary mandate of the University system to suit into contemporary terms.

Keywords: Funds allocation, management, in-service training, conference program

Introduction

The productivity of university system is predicated on the quality of training given to its staff. University staff plays a central role in the universities' performance and ultimately in the development of nations. However, the preparation, training and upgrading of staff both academic and administrative, are mostly

not paid particular attention in terms of funding not minding the fact that funding is believed to be a life-wire of every educational system in Nigeria (Rastogi 2022). Funding of university programmes is one fundamental requirement for effective management of universities. According to Ogungbenle and Edogiawerie (2019) efficient funding is very



fundamental for effective running of every aspect of university education. In other words, the provision or lack of funds determines the success or failure of staff developmental programmes in the university. This suggests that, the university development is significantly related to the quality of its human capacity which has connection to the quality of training given to its staff. In the views of Bright (2019) education funding is the provision of resources necessary to finance the totality of inputs required in all educational systems to achieve the desired objectives of teaching and learning for the betterment of the society. This buttressed the importance of funding to regular staff training and development for the improvement of university programmes. In the same vein, Odediji, Folawiya and Akinsuroju (2021) opined that funding is the act of providing resources mostly in form of money or other values, such as effort or time, for a project, a person, business or any other private or public institution. However, funding of educational sector might be an arduous task in Nigeria but it is indisputably a necessary requirement for the achievement of university educational programmes.

Consequently, Odediji, Folawiya and Akinsuroju (2021) posited that the various sources of funding in the universities includes; funds from proprietors, allocation from the state and federal government, revenue from school charges from students, investments and other forms of internally generated revenues (IGR) and donations, endowments, grants and other form of gifts. Therefore, funding education sector in Nigeria entails the allocation and effective use of resources garnered from both internal and external sources.

There is no doubt that the effective allocation and provision of adequate funds for university education is the best way to enhance excellent administration, effective planning, quality instruction and programmes in Nigeria university system. That is why, Ntuno, Yusuf, Ikwuobe and Decker (2021) affirmed that effective funding of education sector in Nigeria is one of the most imperative stakes in the development of staff for quality performance in schools. This in agreement

with Buba, Dahiru and Nuhu (2022) who averred that staff development has been accepted as an effective method of increasing the knowledge of skills of teachers in order to enable teachers teach more effectively. Therefore, Nigeria university education being the hope and focal point for national development in this era of globalization, cannot afford to run a system that is devoid of quality service delivery with the team of seasoned human capital development programmes that can strive favourably in the global economy.

However, the inability for stakeholders in Nigeria education sector to effectively fund university education seems to have hindered staff development for a favourable competition in the global economy space. According to Obona, Edim and Edim (2023), adequate funding of education guarantees staff development through academic programmes like workshops, seminars, conferences and scholarships. This explains the necessity for stakeholders in education sector to encourage staff training and development programmes that seems to have dwindle over the years due to low budgetary allocation.

More so, the insensitivity of the government's paltry budgetary allocation to education, in comparison to other developing countries around the world, has contributed to the country's low gross domestic product (GDP) (Ayeni and Omobude 2022). This supported the views of Ubogu (2018) that one of the major problems facing education in Nigeria is the issue of underfunding of education sector. This explains that, any government that refuses to encourage human and capacity development in education calls for ineffective service delivery especially in the university system. According to Ahmodu, Egbewole and Salaam (2022), a government that is committed to human development and economic growth will invest in education, but this is not the case in Nigeria, where education receives only 6.3% of the annual budget for 2021, which is less than the UNESCO standard. This emphasized the necessity of government to see obvious reasons for allocating more funds on education to enable university staff develop their intellectual



capacity for the desired productivity. This study therefore, focused on management of staff in-service training and conference programmes.

In-service training programme is seen as one of the training that most certainly triggers human capacity and intellectual development of university staff if well-funded. According to Fejoh and Faniran (2016) funding of in-service programme boost staff morale and enhance their performance. This gives credence to the fact that in-service training programme is a comprehensible set of activities that broadens the knowledge, attitudes, and skills of university staff for effective service delivery. In the same vein, Ogunbodede (2016) posited that in-service training is a kind of education which is done to help the individuals in organization to acquire knowledge, skills and attitudes in their jobs. Rae (2011) averred that in-service training is on the job or off-the job training that is designed and performed to help an individual or group to learn to perform a job or task effectively. This implies that in-service is a professional training meant to update staff knowledge, skills and interest in chosen fields for continuous professional growth, which heartens the extension of technical assistance by staff's educator.

Another training programme that elicits human capacity and intellectual development of university staff if effectively funded is attendance of conferences. According to Buba, Dahiru and Nuhu (2022) staff development through conferences, workshop, seminars, study-fellowship and mentoring offer one of the most promising ways of improving classroom instruction. This suggest that staff development especially conferences helps to improve lecturer's teaching strategies, techniques and skills that are required for effective service delivery.

Conference attendance according to Eke (2011) affords by university lecturers the opportunity of learning about professional issues and brainstorm with colleagues and elites to keep abreast of the latest trend. Doyle (2015) highlighted the benefits of conference attendance to high networking value, strengthening team building, enhancing current and future challenges in the profession.

This buttressed the fact that conference attendance advances the professionalization of staff by providing valuable opportunities to keep current on various tools necessary to perform day- to- day job responsibilities in the university and to learn new tips as well as building an informed network of colleagues. It further informed the necessity of government to allocate realistic funds on education to enable university staff develop their intellectual capacity for effective service delivery. It was also based on the views above the researcher sought to examine funds allocation and management of staff development programmes in Universities in North West Zone, Nigeria.

Statement of the Problem

The effective human capacity development enhances the development of the university sector. However, the training and upgrading of universities staff is generally not paid adequate attention in terms of funding. It has been observed over the years that the annual budget allocated for Nigeria education system is less than the United Nations Educational, Scientific and Cultural Organization (UNESCO) standard. The paltry budgetary allocation on Nigeria education seems to have grossly affected in-service programme and sponsorship of conferences to enhance university staff intellectual capacity on current and future challenges in the profession for effective service delivery particularly in the universities in North West Zone, Nigeria.

Though, attempts have been made by few studies in Nigeria to address the importance of funding in the tertiary institutions without narrowing to how funding influences the management of staff development and capacity building programmes in the universities especially in the North West Zone, Nigeria. It is in this light, this study seeks to assess funds allocation and management of staff development programmes in Universities in North West Zone, Nigeria.

Objectives of the Study

The study was set to:

1. To examine Funds allocations and management of in-service-training



programme in Universities in North West, Zone, Nigeria;

2. Ascertain the funds allocations and management of conference attendance in Universities in North West Zone, Nigeria;

Research Questions

The following research questions guided the study.

1. How are funds allocated used to manage' in-service-training programme in Universities in North West Zone, Nigeria?
2. To what extent is funds allocated used to manage conference attendance in Universities in North West Zone, Nigeria?

Hypotheses

The following null hypotheses guided the study and tested at 0.05 levels of significance.

Ho₁ There is no significant difference in the opinion of management, academic and non-academic staff on the funds allocations and management of staff in-service-training programme in Universities in North West Zone, Nigeria.

Ho₂ There is no significant difference in the opinion of the respondents on the extent to funds allocations and management of staff conference training programme in Universities in North West Zone, Nigeria.

Methodology

Descriptive survey research design was adopted for this study. The population of the study was 25,020, consisted of 8,589 academic staff, 16,371 non-academic staff and 60 management staff in ten Universities comprising federal, State and private Universities in North West Zone, of Nigeria. The sample of the study selected was 444 academic, non-academic and management staff in six Federal, three States and one

private universities in the seven states in North West Nigeria. Purposive random sampling technique was used to select the sample size of management staff while stratified random sampling was used to select academic, non-academic and management staff of the universities. Moreover, research advisors sampling table (2006) was used to determine the appropriate sample size of the study. This was based on the nature of the research which adopt sampling selection through non-randomization of respondents from the 10 universities.

The instrument used for the collection of data was a structured twenty item questionnaire titled, "Funds Management Development Programmes Questionnaire" (FMDPQ) with a reliability coefficient index of ' r ' = 0.97 obtained through the Cronbach alpha method. The instrument was subjected to face validity of three experts who scrutinized the items to ensure suitability and language clarity. Also, the reliability of the instrument was assured. Section A of the instrument concerned bio-data of the respondent, while sections B and C comprises of 20 item statements on funds allocation and management of staff development programmes in Universities in North West Zone, Nigeria. Accordingly, 5 points likert scale was used in rating respondents' opinion. These include Strongly Agree (SA), Agree (A), Undecided (U) Disagree (D) and Strongly Disagree (SD). The instrument was administered and retrieved by the researcher. Data were analysed using frequency and percentage for the demographic variables. Also, the hypotheses were tested using One-Way Analysis of Variance (ANOVA) at 0.05 mean score.



Results

Research Question 1: How are funds allocated used to manage in-service-training programme in Universities in North West Zone, Nigeria?

Table 1: Mean scores of respondents on funds allocation and management of staff in-service programmes in Universities in North West Zone, Nigeria.

S/N	Item Statement	SD	D	U	A	SA	Mean	St.Dev	Remark
1.	Government provides adequate funds for staff development programmes in the Universities	29	106	20	212	61	3.40	1.20	Agreed
2.	Fund allocation by government for in-service training is effectively utilized by the university management	19	80	24	257	48	3.55	1.06	Agreed
3.	Only academic staff are considered to access funds allocated for in-service training	38	143	69	115	58	3.04	1.23	Agreed
4.	Only management staff enjoy funds allocated to in-service training in university	39	175	56	116	42	2.88	1.19	Disagreed
5.	Inadequate fund allocations by Government for in-service training affect staff competence and performance	22	64	21	229	92	3.71	1.12	Agreed
6.	Low budgetary allocation affects effective in-service training of staff	37	52	13	153	173	3.87	1.30	Agreed
7.	Mismanagement of funds for staff development programmes affect staff productivity	29	56	30	178	135	3.78	1.21	Agreed
8.	Provision of adequate funds to universities for staff development affects staff productivity	25	74	55	197	77	3.53	1.14	Agreed
9.	Inadequate fund allocations by government has adverse effect on staff skill acquisition	28	75	39	201	85	3.56	1.18	Agreed
10.	Adequate allocation of fund by government for in-service training facilitates exchange of ideas	28	59	38	199	104	3.68	1.17	Agreed

Table 1 revealed the views of Academic, Non-Academic and Management on funds allocation and management of staff in-service programmes in Universities in North West Zone, Nigeria. From the responses of the respondents, items have mean ratings in the region of 2.88 to 3.88. This shows that respondents agreed to all the items stated. The result further shows that there was adequate fund allocation for the management of in- service training programmes and it was effectively utilized by the management of universities.

Research Question Two: To what extent is funds allocated used to manage' conference attendance in Universities in North West Zone, Nigeria

Table 2: Mean scores of respondents on the extent of funds allocation and management of conference programmes in Universities in North West Zone, Nigeria.

S/N	Item Statement	SD	D	U	A	SA	Mean	St.Dev	Remark
11.	Adequate fund allocation by government helps in the proper organization of conferences	28	50	23	198	129	3.82	1.175	Agreed
12.	Inadequate fund allocations by government affects staff participation in conferences	23	64	15	207	119	3.78	1.162	Agreed
13.	Inability of staff to attend conferences due to lack of fund affects their promotion	22	91	22	208	85	3.57	1.175	Agreed
14.	Inability of staff to attend conferences due to lack of fund affects their performance and competence	26	53	49	195	105	3.70	1.147	Agreed
15.	Lack of fund for staff conference attendance affects productivity in the universities	23	71	35	189	110	3.68	1.178	Agreed



16.	Adequate fund allocations by government enhance knowledge and information sharing among staff in the universities	40	52	33	149	154	3.76	1.308	Agreed
17.	Adequate fund allocations for conferences helps in staff interpersonal relationship	27	49	72	166	114	3.68	1.167	Agreed
18.	Adequate fund allocations for conferences exposes staff to global best practices	29	51	24	188	136	3.82	1.196	Agreed
19.	Lack of fund allocations for conferences affects universities global recognition	28	64	34	205	97	3.65	1.173	Agreed
20.	Mismanagement of fund for conferences leads to staff low morale	29	60	29	171	139	3.77	1.231	Agreed

Table 2 revealed the views of Academic, Non-Academic and Management on funds allocation and management of staff in-service programmes in Universities in North West Zone, Nigeria. From the responses of the respondents, items have mean ratings in the region of 3.57 to 3.82. This revealed that respondents agreed to all the items stated. The result further shows that fund allocation for the management of conference programmes was inadequate and it affected staff progress positively in most Universities in North West Zone, Nigeria.

Hypotheses Testing

Hypothesis One (HO₁): There is no significant difference in the opinion of management, academic and non-academic staff on the funds allocations and management of staff in-service-training programme in Universities in North West Zone, Nigeria.

Table 3: Summary of Analysis of Variance (ANOVA) on Allocation of Funds and Management of Staff In-Service-Training Programme in Universities in North West, Zone of Nigeria.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.215	2	.607	1.114	.329
Within Groups	231.645	425	.545		
Total	232.860	427			

Table 3 above showed the f-ratio values (1.114) at 2 df 427 and at the level 0.05. The probability level of significance P (.329) is greater than 0.05. This indicated that there is no significant difference in the opinion of management, academic and non-academic staff on funds allocation and management of in-service-training programme in Universities in North West, Zone of Nigeria. Therefore, the null hypothesis is retained.

Hypotheses Two (HO₂): There is no significant difference in the opinion of management, academic and non-academic staff on the extent of funds allocation and management of conference training programme in Universities in North West, Zone of Nigeria.

Table 4: Summary of Analysis of Variance (ANOVA) on the extent of funds allocation and management of conference attendance in universities in North West Zone, Nigeria.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	10.840	2	5.420	6.220	.002
Within Groups	370.352	425	.871		
Total	381.192	427			

Table 4 above showed the f-ratio values (6.220) at 2 df 427 and at the level 0.05. The probability level of significance P (.002) is less than 0.05. This indicated that there is significant difference in the opinion of management, academic and non-academic staff on funds allocation and management of conference training programme in Universities in North West, Zone of Nigeria. Conclusively, the null hypothesis is rejected.

Discussions of findings

The study on the funds allocations and management of staff in-service-training programme in Universities in North West Zone, Nigeria; revealed that there was

adequate fund allocation for the management of in- service training programmes and it was effectively utilized by the management of universities. This view is in conformity with that of Fejoh and Faniran (2016) who posited



that funds allocation on in-service programme boost staff morale and enhance their performance. This gives credence to the fact that in-service training programme is a comprehensible set of activities that broadens the knowledge, attitudes, and skills of university staff for effective service delivery. In the same vein, Ogunbodede (2016) observed that in-service training if well allocated it will help the staff to acquire knowledge, skills and attitudes in their jobs. This implies that adequate fund allocation on in-service professional training of staff in the university enhances the knowledge, skills and interest in chosen fields for continuous professional growth.

The study on the extent of funds allocation and management of conference programmes in Universities in North West Zone, Nigeria; revealed that fund allocation for the management of conference programmes was inadequate and it affected staff progress positively in most Universities in North West Zone, Nigeria. These views are in conformity with Doyle (2015) who highlighted the benefits of conference attendance to high networking value, strengthening team building, enhancing current and future challenges in the profession. In other words when funds are inadequately located by the government for Staff Development Programmes in the universities, staff progress is hindered. This informed the necessity of government to allocate realistic funds on education to enable university staff develop their intellectual capacity for effective service delivery.

Conclusion

Effective allocation and provision of adequate funds for the management of In-Service Training programmes in university education is the best way to enhance excellent administration, effective planning, quality instruction and programmes especially in the universities in North West zone, Nigeria. Also, inadequate funds allocation for the management of Conference programmes affects staff development programmes in most Universities in North West Zone, Nigeria.

Recommendation

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

1. Government should make adequate allocations of funds to Universities for the management of in-service training programme by staff and this should be done through liaison with the Non-Governmental Agencies/Organizations for Nigerian universities to effectively carry out the primary mandate of the University system, they must be adequately funded to suit into contemporary terms.
2. Government should design a strategy for effective utilization of funds allocations to universities for conference attendance and this should be strictly monitored by TETFund to avoid mismanagement and to curtail any incidence of diversion of funds to other places of interests.

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