

**INHIBITING FACTORS TO ACCESSING TETFUND IBR GRANT BY
LECTURERS IN SCHOOL OF BUSINESS STUDIES IN THE NIGERIAN
POLYTECHNICS**

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ABSTRACT: *The study specifically examined the level of awareness, flow of communication, staff attitude and conditions for publications as they affect access to IBR grants. The population of the study was made up of all academic staff in the School of business studies in all the Polytechnics in the six states of South west geo-political zone of Nigeria. Convenience sampling was used to select 40 academic staff members and questionnaire was administered using quota sampling technique. Correlation coefficient technique was used to test hypotheses at 5% significant level. Findings revealed that all the variables examined were significantly related to access of academic staff in School of Business to Internally Based Research (IBR) grant in Nigeria Polytechnics. In conclusion the level of awareness on arrival of IBR grants as well as flow of communication within various polytechnics is inadequate and its disbursements is not enough to encourage academic staff towards robust research.*

KEYWORDS; inhibiting factors, communication flow, staff attitude, internally based research, Tertiary Education Trust Fund (TETFund)

INTRODUCTION

National growth and competitiveness (in the context of a globalized economy) depends very much on continuous technological improvement and innovation, driven by a well-organized vibrant research and development system which integrates the research and training capacities of higher education with the needs of industry and larger society. In view of this, tertiary Institutions all over the world have been identified as the key drivers of Research and Development activities.

The Tertiary Education Trust Fund (TETFund) was originally established as Education Trust Fund (ETF) by the Education Tax Act No 7 of 1993 as amended by Act No 40 of 1998 (now repealed and replaced with Tertiary Education Trust Act 2011). It is an intervention agency set up to provide supplementary support to all levels of public tertiary institutions with the main objective of using funding alongside project management for the rehabilitation, restoration and consolidation of tertiary education in Nigeria. The funds are disbursed for the general improvement of education in Federal

and States tertiary educational institutions specifically for the provision or maintenance of essential physical infrastructure for teaching and learning, Instructional material and equipment, Research and publication, Academic staff training and development and any other need which, in the opinion of the Board of Trustees, is critical and essential for the improvement and maintenance of standards in the higher Educational institutions.

The general objective of the study is to investigate the factors inhibiting access of Institution Based Research grant by academic staff members in the School of Business Studies in Nigeria Polytechnics. The specific objectives of the study are to find out:

- i. The extent to which the level of awareness of availability of Research Grant influences academic research in school of business studies
- ii. The extent to which flow of communication on availability of Tetfund IBR Grant influences academic research purposes in the school of business studies.
- iii. The extent to which staff attitude influences access to IBR grants in the school of business studies.
- iv. The extent to which conditions for publications affect access to IBR grants in the school of business studies.

Statement of the Problem

Considering the importance of research in national development, and the key role of educational institutions in this regard, one of the cardinal responsibilities of the academic staff members in an educational institution is conducting research. Through research, they develop not only the nation but also themselves as individuals and enhance their products (the students). A common phenomenon in tertiary institutions in Nigeria is the fact that many academic staff members are stagnated for a long period of time without promotions or advancement in their work places. This problem is attributable to the fact that many of them are unable to carry out researches to further their academic achievements and publish brilliant articles due to financial constraints. This does not only affect them but also their products who are the trainees (students), as well as the nation at large. It is in recognition of this need that the Tetfund IBR grant was instituted by the Federal Government of Nigeria to fund researches in institutions of higher learning. In the words of Bogoro (2015) “The lecturers are the priority in TETFund’s intervention policy, because they are the drivers of communication and knowledge. If lecturers are taken away, a serious gap that cannot be filled in educational development has been created. However, while the IBR grant is appreciated and vigorously accessed by some members of the academic staff, others appear to be oblivious of its existence. In most Nigerian polytechnics, accessing Tetfund IBR grant appears to be the business of academic staff members in the sciences, engineering, and Built environment. Those in Business and Management appear nonchalant. This seeming neglect of opportunity and responsibility by members of academic staff in the school of Business Studies in the Polytechnic sector has prompted this research. The study would seek to know the factors responsible for this low turnout in assessing IBR

grants and proffer possible solution to the problem in order to fully realize the purpose of IBR grants, develop the research orientation of the lecturers and better the lots of the students.

CONCEPTUAL REVIEW

Education and Human Capital Development in Nigeria Tertiary Institutions

Education is the bedrock of every development that takes place in the society and the answer to the menace of unemployment that plagues the third-world nations and Nigeria in particular. Education enables high skillfulness of human resource and technological development of an organization that enhances input maximization which brings unquantifiable benefits to individuals in the societies.

The third world nations are characterized by high rate of unemployment, illiteracy, ignorance, poor infrastructure, political instability, poverty, among others. These nations are predominantly in African, Asia and Latin America. Human capacity building through education is the only viable solution to solve all these challenges. Individual as well as institutions and organizations' capacity need to be built and boosted to enhance creativity, high productivity, financial independence and economic boom. For instance, entrepreneurship centers have been established in tertiary institutions in Nigeria to aid students and non-students skills' acquisition. Though recognized by the World Bank (World Bank, 2005) as the most populous country in Africa, Nigeria remains one of the poorest countries in the world because of factors such as high rate of illiteracy, unemployment, poverty and under development. Education is made up of various systems that are charged with responsibilities to meet the needs of individuals and society as a whole. Capacity building is the yardstick to brilliantly implement policies on education at all levels, national transformation and solve economic problems. Unemployment is a plague that is eating deep into the third world nations that can only be solved through human capacity development.

The staff development efforts in a typical higher educational institution include all forms of training, scholarship, fellowship, study leave, conferences, seminars, workshops and research and so on. Furthermore, training and qualification, subsequent research and development determine the mobility of the academic staff in higher institutions and so the level of mobility of academic staff has to do with their previous ranks and how the staff development training has led to their nobility on the job in form of promotion or improvement. Article 1 (f) of the World Declaration on Higher Education for the 21st Century stated that the missions and functions of higher education is to contribute to the development and improvement of education at all levels, which include training of staff

TETFund and its Challenges in the Nigeria Educational Sector

The Tertiary Education Trust Fund (TETFund) was originally established as Education Trust Fund (ETF) by the Education Tax Act No. 7 of 1993 as amended by Act No. 40 of 1998. The fund had a mandate to operate as an intervention fund to all levels of public education (Federal, State and Local). Though the act was amended by Act No. 40 of 1998, the agency had so many challenges that made it not functional. For example it was over burdened and over stretched coupled with duplication of functions and mandate of other agencies such as Universal Basic Education (UBE) and Millennium Development Goals (MDGs) and funds were thinly spread and made no significant impact on the dilapidated facilities in tertiary institutions (Bogoro, 2015). Education Trust Fund was therefore repealed and replaced with Tertiary Education Trust Act 2011. It is an intervention agency set up to provide supplementary support to all levels of public tertiary institutions with the main objective of using funding alongside project management for the rehabilitation, restoration and consolidation of tertiary education in Nigeria.

The main source of income available to the Fund is the two percent education tax paid from the assessable profit of companies registered in Nigeria. The Federal Inland Revenue Service (FIRS) assesses and collects the tax on behalf of the Fund. The funds are disbursed for the general improvement of education in Federal and States tertiary educational institutions specifically for the provision of basic amenities for educational development in Nigeria.

Staff development efforts in the Nigeria's tertiary institution, are supported by Article 5 (b and c) as compulsory for institutions to ensure that their staff members are actively engaged in "research, appropriate training, resources and support". So also is the enhancement of research in all disciplines which will be made possible through support from individuals, organizations public and private sectors. In order to strengthen co-operation within and outside Nigerian tertiary institutions, staff development has been identified as a source of training, updating, bridging the gap and assessment of the learning processes. Article 8 (b) of the World Declaration on Higher Education in the 21st century (1981) mandated the higher institutions to offer varieties of training programmes which include "short courses, part-time, modularized courses, and distant learning". It has been noted that every economy is investing in research and knowledge generation through human capital development (Uche&Ahunaya, 2007; Uche, 2013; Uche&Olele, 2011; Ordein, 2009) which will equip them to face the economic challenges, competitions and their areas of needs. The training of lecturers helps the education system to cope with the changing society and to improve on human capacity, teaching, research, skills and knowledge acquisition in Nigerian higher educational institutions.

In the same vein, higher educational institutions cannot exist without adequate provisions for updating and improving research, teaching and learning processes of

their staff members. The importance of sustaining national and international quality cannot be overemphasized as quality in this line demands certain components that are relevant to continuous development, teaching and learning, methodology and mobility, national and international cooperation. In fact, education for life entails updating the knowledge of the academic staff, improving their teaching skills, establishing appropriate academic staff development structures as supported by (Arikewuyo&Adegbesan, 2009).

There is decline in quality of academia due to lack of incentives for research and publication. Academia without up-to-date knowledge will certainly contribute little or nothing to educational development. Dearth of funding has stunted the academic growth and development of many academic staff members of higher educational institutions in Nigeria.

The above identified problem is what is responsible for the delayed promotion and elevation of academic staff members due to the phenomenon of “Publish or perish”. It is a common thing to see many academic staff missing their promotions due to lack of improvements in their academic background or lack of publications. Inability of academic staff to meet this standard is usually as a result of lack of funds. Many academic staff allocates their meagre salaries (incomes) to meet immediate family needs. Due to lack of funds, they remain stagnated with their entry academic qualifications for a long time without further advancement.

Inspite of the interventions of TETFund in the area of academic staff development, many tertiary institutions are unable to meet the conditions for accessing funds allocated to them. As a result, many academic staff members miss the opportunities to access free funds for further academic training and development. Central to all TETFund Academic-based intervention programmes is the achievement of Nigeria’s Vision 20:20:20 in addition to the enhancement, promotion and improvement of human and institutional capacities in teaching, research, entrepreneurship and development of Nigerian knowledge-based economy through effective implementation and delivery of the interventions.

In other words, academic-based intervention programmes of the department are fashioned to launch TETFund beneficiaries into world class institutions with high level capacities to withstand and excel in global competitiveness in the world market, effectively drive Nigerian knowledge-based economy and continuously engineering the production of highly skilled manpower, world class facilities and innovations (Suleiman, 2015).

Concerted and implementation process improvement efforts therefore are continuously being put in place by Education Support Services Department through effective coordination and management of the implementation of TETFund Academic-based interventions in the institutions to build, propagate and transform TETFund Beneficiary

Institutions into centres of excellence in research, innovation research incubation and entrepreneurship development systems.

It is against the aforesaid background that TETFund was established to better the lot of academic staff members at all levels. Udu and Nkwede (2014), in their work “Tertiary Education Trust Fund Interventions and Sustainable Development in Nigerian Universities: Evidence from Ebonyi State University, Abakaliki” said that “despite the TETFund intervention, tertiary institutions in Nigeria still lack funds necessary to upgrade the institutions to international standard. This situation is due to the fact that tertiary education is cost-effective and even the funds approved by TETFund are not always fully accessed by beneficiary institutions”. Bogoro (2015), investigated sustainability of Higher Education in Nigeria: Challenges and Prospects, The researcher opined that “foreign training is a necessary element for the creation of a pool of scientific personnel required for sustenance of research and development activities in the Third World and will remain so for the foreseeable future”. These advanced countries have the infrastructure, the human resources and capacity to train personnel to the highest international levels.

In the work of Ogundu and Nwokoye (2013) titled “Tertiary Education Trust Fund and Development of Higher Education in Nigeria”, they argued that “TETFund disbursement system of 2:1:1 when critically examined does not take into consideration the peculiar needs of some institutions”. They added that TETFund has alleviated some of the problems facing Higher Education in Nigeria, in the area of infrastructures, instructional materials and equipment and needs to do more in the area of human capital development. There is an annual increment in the allocations to Universities, Polytechnic and Colleges of Education. For example, allocation to each University grew from N303m in 2010 to N646m in 2013, likewise allocation to Polytechnic rose from N183m in 2010 to N443m in 2013. The College of Education allocations rose from N157m in 2010 to N390m in 2013.

It was noted in the course of review in the related literature that no mention was made on how tertiary institutions can re-assess funds allocated to them if missed in the previous year. Whenever funds allocated to institutions are not assessed, such funds are reallocated among all other institutions in the next year. TETFund policies do not stipulate any provisions to help such institutions recover previously missed funds in the next year. Again, there is no provision in the TETFund policies that guides against using sentiments to send academic staff for training by chief executives of tertiary institutions in Nigeria. This researcher hopes to fill these information gaps.

METHODOLOGY

The population of the study is made up of all academic staff in the School of business studies in all the Polytechnics in the six states of South west geo-political zone of Nigeria. In determining sample for the population for the Study, convenience sampling

(a form of non-probability sampling) was used to select 40 academic staff members each in the selected polytechnic within the area coverage. One Polytechnic was selected from each state and the selected ones were as follows; Yaba College of Technology, Lagos, The Polytechnic, Ibadan, Osun state College of Technology, Esa-Oke, The Federal Polytechnic, Ado- Ekiti, Federal Polytechnic, Ile-Oluji, and Ogun State Polytechnic, Ipokia. The Researcher administered questionnaire to lecturers in School of business studies based on quota sampling technique. Correlation coefficient analytical technique was used to test hypotheses that were proposed based on the research objectives. The level of significance was set at 5%.

RESULTS/ FINDINGS

Table 1. Socio-demographic characteristics of study participants

Variable	Frequency	Percentage
Sex		
Male	176	73.3
Female	64	26.7
Years of Experience		
	Mean=7.95years	SD=4.70
1-6years	80	33.3
7-12years	118	49.2
13-18years	37	15.4
19years and above	5	2.1
Rank		
Assistant Lecturer	33	13.8
Lecturer II	80	33.3
Lecturer III	54	22.5
Lecturer I	21	8.8
Senior Lecturer	44	18.3
Chief Lecturer	8	3.3

Table 1 captures the socio-demographic characteristics of the study participants. More than two-third (73.3%, n=176) of participating academic staff were males, 49.2% (n=118) were on 7-12 years of service (mean=7.95±4.70; range=3-27years) while about one-third (33.3%, n=80) were Lecturer II.

Question 1

To what extent does the level of awareness influence access of academic staff members in Schools studies of Business (SBS) to Institution Based Research (IBR) grant in Nigeria Polytechnics?

Table 2. Influence of level of awareness on access of academic staff members in Schools of Business studies (SBS) to Institution Based Research (IBR) grant in Nigeria Polytechnics

S/N	ITEMS	SA	A	U	D	SD	MEAN
A ₁	Academic staff in SBS are not fully aware of the availability of IBR grants and disbursement in SBS	64 26.7 %	89 37.1 %	31 12.9 %	47 19.6 %	9 3.8%	3.63
A ₂	There are no enlightenment programmes to create awareness about IBR grants and disbursement in SBS	48 20.0 %	116 48.3 %	21 8.8%	34 14.2 %	21 8.8%	3.57
A ₃	Information on IBR grants only surface in SBS at the verge of its closure	46 19.2 %	103 42.9 %	59 24.6 %	25 10.4 %	7 2.9%	3.65

Source: Field Survey, 2020

Table 2 shows that 64 respondents representing 26.7% of the total sample strongly agreed that academic staff in SBS are not fully aware of the availability of IBR grants and disbursement in SBS, 89(37.1%) agreed, 47(19.6%) disagreed, 9(3.8%) strongly disagreed and 31(12.9%) were undecided. Regarding the availability of enlightenment programmes to create awareness about IBR grants and disbursement in SBS, 48(20%) respondents strongly agreed, 116(48.3%) agreed, 34(14.2%) disagreed, 21(8.8%) strongly disagreed and 21(8.8%) were undecided. More than one-third (42.9%, n=103) of the study participants agreed that information on IBR grants only surface in SBS at the verge of its closure, 46(19.2%) strongly agreed, 25(10.4%) disagreed, 7(2.9%) strongly disagreed and 59(24.6%) were indifferent. Using a cut-off mean score 3.00 for the rating scale, all the items had means scores above the cut-off point. This implies that the extent of influence of level of awareness on access of academic staff in School of Business (SBS) to Internally Based Research (IBR) grant in Nigeria Polytechnics is high.

Question 2

To what extent does the flow of communication influence access of academic staff members in School of Business to Institution Based Research (IBR) grant in Nigeria Polytechnics?

Table 3. Influence of flow of communication on access of academic staff members in School of Business (SBS) to Institution Based Research (IBR) grant in Nigeria Polytechnics

S/N	ITEMS	SA	A	U	D	SD	MEAN
B ₁	Information on IBR grant is sometimes through the office of the HOD which occasionally cause delay in disseminating information to SBS staff	36 15.0 %	74 30.8 %	60 25.0 %	42 17.5 %	28 11.7%	3.20
B ₂	Information on IBR grants is scarcely disseminated through social media platforms to SBS staff	54 22.5 %	79 32.9 %	38 15.8 %	44 18.3 %	25 10.4%	3.39
B ₃	There are more stringent conditions attached to accessing IBR grants in SBS	60 25.0 %	103 42.9 %	48 20.0 %	18 7.5%	11 4.6%	3.76

Source: Field Survey, 2020

Table 3 shows that 36 respondents representing 15% of the total sample strongly agreed that information on IBR grant is sometimes through the office of the HOD which occasionally cause delay in disseminating information to SBS staff, 74(30.8%) agreed, 42(17.5%) disagreed, 28(11.7%) strongly disagreed while 60 (25%) were indifferent. On whether information on IBR grants is scarcely disseminated through social media platforms to SBS staff, 54(22.5%) respondents strongly agreed, 79(32.9%) agreed, 44(18.3%) disagreed, 25(10.4%) strongly disagreed and 38(15.8%) were undecided. About one-quarter (25%, n=60) of the study participants strongly agreed that there are more stringent conditions attached to accessing IBR grants in SBS, 103(42.9%) agreed, 18(7.5%) disagreed, 11(4.6%) strongly disagreed and 48(20%) were indifferent. Using a cut-off mean score 3.00 for the rating scale, all the items had means scores above the cut-off point. This implies that the extent of influence of flow of communication on access of academic staff in School of Business (SBS) to Internally Based Research (IBR) grant in Nigeria Polytechnics is high.

Question 3

To what extent does the staff attitude influence access of academic staff in School of Business (SBS) to Institution Based Research (IBR) grant in Nigeria Polytechnics?

Table 4. Influence of staff attitude on access of academic staff members in School of Business (SBS) to Institution Based Research (IBR) grant in Nigeria Polytechnics

S/N	ITEMS	SA	A	U	D	SD	MEAN
C ₁	Academic staff in SBS view IBR grants as being meant for staff in other Schools/Faculties	38 15.8 %	63 26.3 %	67 27.9 %	54 22.5 %	18 7.5%	3.20
C ₂	IBR grants seem to favour School of Engineering and Sciences than SBS based on government regulations that establish the grants	62 25.8 %	100 41.7 %	58 24.2 %	12 5.0%	8 3.3%	3.82
C ₃	Most academic staff in SBS have lost interest in accessing IBR grants and this has inhibited their research efforts	57 23.8 %	101 42.1 %	45 18.8 %	23 9.6%	14 5.8%	3.68

Source: Field Survey, 2020

Table 4 shows that 38 respondents representing 15.8% of the total sample strongly agreed that academic staff in SBS view IBR grants as being meant for staff in other Schools/Faculties, 63(26.3%) agreed, 54(22.5%) disagreed, 18(7.5%) strongly disagreed and 67(27.9%) were undecided. On whether IBR grants seem to favour School of Engineering and Sciences than SBS based on government regulations that establish the grants, 62(25.8%) respondents strongly agreed, 100(41.7%) agreed, 12(5%) disagreed, 8(3.3%) strongly disagreed and 58(24.4%) were undecided. Less than one-quarter (23.8%, n=57) of the study participants strongly agreed that most academic staff in SBS have lost interest in accessing IBR grants and this has inhibited their research efforts, 101(42.1%) agreed, 23(9.6%) disagreed, 14(5.8%) strongly disagreed and 45(18.8%) were indifferent. Using a cut-off mean score 3.00 for the rating scale, all the items had means scores above the cut-off point. This implies that the extent of influence of academic staff attitude on access of academic staff in School of Business (SBS) to Internally Based Research (IBR) grant in Nigeria Polytechnics is high.

Question 4

To what extent does the conditions for publications influence access of academic staff in School of Business (SBS) to Institution Based Research (IBR) grant in Nigeria Polytechnics?

Table 5. Influence of conditions for publication on access of academic staff members in School of Business to Institution Based Research (IBR) grant in Nigeria Polytechnics

S/N	ITEMS	SA	A	U	D	SD	MEAN
D ₁	Conditions attached to publication of IBR article are stringent	51 21.3%	101 42.1%	50 20.8%	31 12.9%	7 2.9%	3.66
D ₂	Conditions attached to publication of IBR article are not stable.	31 12.9%	94 39.2%	73 30.4%	32 13.3%	10 4.2%	3.43
D ₃	Conditions attached to publication of IBR article are sometimes not well communicated to researchers.	41 17.1%	113 47.1%	46 19.2%	28 11.7%	12 5.0%	3.60

Source: Field Survey, 2020

Table 5 shows that 51 respondents representing 21.3% of the total sample strongly agreed that conditions attached to publication of IBR article are stringent, 101(42.1%) agreed, 31(12.9%) disagreed, 7(2.9%) strongly disagreed while 50(20.8%) were undecided. On whether conditions attached to publication of IBR article are not stable, 31(12.9%) respondents strongly agreed, 94(39.2%) agreed, 32(13.3%) disagreed, 10(4.2%) strongly disagreed and 73(30.4%) were undecided. Less than one-quarter (17.1%, n=41) of the study participants strongly agreed that conditions attached to publication of IBR article are sometimes not well communicated to researchers, 113(47.1%) agreed, 28(11.7%) disagreed, 12(5%) strongly disagreed and 46(19.2%) were undecided. Using a cut-off mean score 3.00 for the rating scale, all the items had means scores above the cut-off point. This implies that the extent of influence of conditions for publication on access of academic staff in School of Business (SBS) to Internally Based Research (IBR) grant in Nigeria Polytechnics is high.

Test of Hypotheses

Hypothesis 1: Level of awareness of availability of TETFund IBR Grant is not significantly related to access of academic staff in School of Business (SBS) to Internally Based Research (IBR) grant in Nigeria Polytechnics.

Table 6. Pearson correlation of level of awareness of availability of TETFund IBR Grant and access of academic staff in School of Business (SBS) to IBR grant

Variable	N	Mean	SD	r	p
Level of awareness	240	10.85	2.51	0.558*	0.000
Access to TETFUND IBR grant	240	40.98	10.20		

***p<0.05**

Table 6 presents the relationship between level of awareness of availability of Tetfund IBR Grant and access of academic staff in School of Business (SBS) to Internally Based Research (IBR) grant in Nigeria Polytechnics. The result shows that the computed r value (0.558) was moderate and statistically significant at $p < 0.05$ level of significance. The null hypothesis was rejected. This implies that level of awareness of availability of Tetfund IBR Grant is significantly related to access of academic staff in School of Business (SBS) to Internally Based Research (IBR) grant in Nigeria Polytechnics.

Hypothesis 2: Flow of communication on availability of Tetfund IBR Grant is not significantly related to access of academic staff in School of Business (SBS) to Internally Based Research (IBR) grant in Nigeria Polytechnics.

Table 7. Pearson correlation of flow of communication on availability of Tetfund IBR Grant and access of academic staff in School of Business (SBS) to IBR grant

Variable	N	Mean	SD	r	p
Flow of communication on availability of TETFUND IBR grant	240	10.35	2.47	0.510*	0.000
Access to TETFUND IBR grant	240	40.98	10.20		

* $p < 0.05$

Table 7 presents the correlation between flow of communication on availability of Tetfund IBR Grant and access of academic staff in School of Business (SBS) to Internally Based Research (IBR) grant in Nigeria Polytechnics. The result shows that the computed r value (0.510) was moderate and statistically significant at $p < 0.05$ level of significance. The null hypothesis was rejected. This implies that flow of communication on availability of Tetfund IBR Grant is significantly related to access of academic staff in School of Business (SBS) to Internally Based Research (IBR) grant in Nigeria Polytechnics.

Hypothesis 3: Staff attitude towards availability of Tetfund IBR Grant is not significantly related to access of academic staff in School of Business (SBS) to Internally Based Research (IBR) grant in Nigeria Polytechnics.

Table 8. Pearson correlation of staff attitude towards availability of Tetfund IBR Grant and access of academic staff in School of Business (SBS) to IBR grant

Variable	N	Mean	SD	r	p
Staff attitude towards availability of Tetfund IBR Grant	240	10.70	2.41	0.480*	0.000
Access to TETFUND IBR grant	240	40.98	10.20		

* $p < 0.05$

Table 8 presents the correlation between staff attitude towards availability of Tetfund IBR Grant and access of academic staff in School of Business (SBS) to Internally Based Research (IBR) grant in Nigeria Polytechnics. The result shows that the computed r value (0.480) was moderate and statistically significant at $p < 0.05$ level of significance. The null hypothesis was rejected. This implies that staff attitude towards availability of Tetfund IBR Grant is significantly related to access of academic staff in School of Business (SBS) to Internally Based Research (IBR) grant in Nigeria Polytechnics.

Hypothesis 4: Conditions for publication is not significantly related to access of academic staff in School of Business (SBS) to Internally Based Research (IBR) grant in Nigeria Polytechnics.

Table 9. Pearson correlation of conditions for publication and access of academic staff in School of Business (SBS) to IBR grant

Variable	N	Mean	SD	r	p
Conditions for publication	240	10.69	2.66	0.479*	0.000
Access to TETFUND IBR grant	240	40.98	10.20		

* $p < 0.05$

Table 9 presents the correlation between conditions for publication and access of academic staff in School of Business (SBS) to Internally Based Research (IBR) grant in Nigeria Polytechnics. The result shows that the computed r value (0.479) was moderate and statistically significant at $p < 0.05$ level of significance. The null hypothesis was rejected. This implies that conditions for publication is significantly related to access of academic staff in School of Business (SBS) to Internally Based Research (IBR) grant in Nigeria Polytechnics.

Hypothesis 5

There is no significant joint influence of inhibiting factors on accessing tetfund IBR grant by academic staff members in the Schools of Business Studies in the Nigerian Polytechnics.

Table 10. Multiple regression showing the influence of inhibiting factors on accessing tetfund IBR grant by academic staff members in the Schools of Business Studies in the Nigerian Polytechnics

Model	Unstandardized Coefficients		Standardized Coefficients Beta (β)	t	Sig.
	B	Std. Error			
(Constant)	4.001	2.811		1.423	.156
Level of awareness	1.439	.208	.355	6.919	.000
Flow of communication	.693	.226	.167	3.064	.002
Staff attitude	1.020	.206	.241	4.946	.000
Conditions for publication	1.054	.195	.275	5.404	.000

Multiple R = 0.729, Multiple R² = 0.531, Adjusted R² = 0.523, F_{4,235} = 66.505

***p<0.05**

Table 10 shows that there was significant joint influence of inhibiting factors on accessing tetfund IBR grant by academic staff members in the Schools of Business Studies in the Nigerian Polytechnics (F_{4,235} = 66.505, p < 0.05). The null hypothesis was rejected. The table shows that there was significant positive multiple correlation between the predictor variables (level of awareness, flow of communication, staff attitude and conditions for publication) and accessing tetfund IBR grant by academic staff members in the Schools of Business Studies in the Nigerian Polytechnics (R = 0.729, p < 0.05). This implies that all the predictor variables are factors that can exert influence on the accessing tetfund IBR grant by academic staff members in the Schools of Business Studies in the Nigerian Polytechnics. The value of the coefficient of determination (R² = 0.531) indicates that all the predictor variables jointly accounted for 53% (R² X 100) of the observed variance in the accessing tetfund IBR grant by academic staff members in the Schools of Business Studies in the Nigerian Polytechnics while the remaining 47% unexplained variance is largely due to other variables not included in the model that can account for accessing tetfund IBR grant by academic staff members in the Schools of Business Studies in the Nigerian Polytechnics.

The regression result in the table further reveals that the single best predictor that contributed to the total variance in accessing tetfund IBR grant by academic staff members in the Schools of Business Studies in the Nigerian Polytechnics was level of awareness of availability of IBR grant (β = 0.355; 35.5%). This was closely followed by conditions for publication (β = 0.275; 27.5%) and staff attitude (β = 0.241; 24.1%). The variable with the least contribution to accessing tetfund IBR grant by academic staff members in the Schools of Business Studies in the Nigerian Polytechnics was the flow of communication on the availability of IBR grant (β = 0.167; 16.7%). The calculated F-ratio (66.505) was significant at 0.05 level of significance. This implies that the predictor variables jointly provide a significant explanation for the variation in the accessing tetfund IBR grant by academic staff members in the Schools of Business Studies in the Nigerian Polytechnics.

The multiple relationship between the dependent and independent variables can therefore be given as follow:

$$Y = 4.001 + 1.439X_1 + 0.693X_2 + 1.020X_3 + 1.054X_4$$

Where

- X_1 = level of awareness on availability of IBR grant
 X_2 = Flow of commination on availability of IBR grant
 X_3 = Staff attitude
 X_4 = Conditions for publication
 b_i = (i=1 - 4) Regression Weight Coefficients
 a = Constant (other variables other than X_1 X_4)

DISCUSSION OF RESULTS

Findings of this study agreed with the submission of Udu and Nkwede (2014), who argued in their work on (Tertiary Education Trust Fund Interventions and Sustainable Development in Nigerian Universities: Evidence from Ebonyi State University, Abakaliki,) that “despite the TETFund intervention, tertiary institutions in Nigeria still lack funds necessary to upgrade the institutions to international standard. This situation is due to the fact that tertiary education is cost-effective and even the funds approved by TETFund are not always fully accessed by beneficiary institutions”.

Results on staff attitude was in consonance with the work of Ogundu and Nwokoye (2013) titled Tertiary Education Trust Fund and Development of Higher Education in Nigeria. They argued that “TETFund disbursement system of 2:1:1 when critically examined does not take into consideration the peculiar needs of some institutions”. Ogundu and Nwokoye (2013) continued by saying that TETFund has alleviated some of the problems facing Higher Education in Nigeria, in the area of infrastructures, instructional materials and equipment and needs to do more in the area of human capital development. The released fund is not adequate and this has led to rationalization of the available ones among various faculties which favour sciences as a result of TETFund regulations.

In the same vein, higher educational institutions cannot exist without adequate provisions for updating and improving research, teaching and learning processes of their staff both male and female. The importance of sustaining national and international quality cannot be overemphasized as quality in this line demands certain components that are relevant to continuous development, teaching and learning, methodology and mobility; national and international cooperation. In fact, education for life entails updating the knowledge of the academic staff, improving their teaching skills, establishing appropriate academic staff development structures as supported by (Arikewuyo&Adegbesan, 2009).

In the words of Bogoro (2015) “The lecturers are the priority in TETFund’s intervention policy, because they are the drivers of communication and knowledge. If lecturers are

taken away, a serious gap that cannot be filled in educational development has been created.

Implication to Research and Practice

Since education is the bedrock of every development that takes place in the society the study therefore would enlighten the government and the management of various polytechnic institution in the southwest and beyond to give attention to encouraging academic staff in SBS to make full use of IBR grants for self-development in the area of research.

CONCLUSIONS

Consequent upon the findings of this study, the following conclusions are drawn:

- The level of awareness on arrival of IBR grants and its disbursements is not enough so as to encourage academic staff in SBS within Nigeria polytechnics.
- The flow of communication within various polytechnics is inadequate because it is glaring that academic staff in SBS are not well communicated in order to adequately prepare their proposal.
- Staff attitude on TETFund regulation is not encouraging as most academic staff in SBS don't see anything good coming out of IBR grants
- The conditions attached to publications for TETFund based research grants are unstable and unpredictable.

Recommendations

Arising from the findings and conclusions of this study, the following recommendations are made:

- It is recommended that the level of awareness be increased through online means so as to be accessible to member of staff in SBS. Individual email address could be sought for and such information could be forwarded to such addresses for easy access.
- Each department in SBS could devise means of better communication flow as this will afford each member of staff the opportunity to access relevant information and respond quickly to IBR grants whenever it is available.
- It is recommended that there should be regular departmental orientation program to educate the academic staff on the immense benefit that could be derived in accessing IBR grants. This will go a long way to motivate the member of staff in the department.
- TETFund is hereby advised to stabilize, at least for two to three years, the conditions attached to IBR publications so as to afford academic staff in SBS ability to predict the publication requirements.

Area for Future Research

Another can look into alternative source of fund for research solely directed towards School of Business Studies and its implications on sustainable academic development.

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