



**FUNDING OF CAPACITY BUILDING PROGRAMMES IN NIGERIAN
UNIVERSITIES: AN APPRAISAL OF TETFUND UTILISATION IN
UNIVERSITY OF IBADAN**

ORJI, CHRISTOPHER MICHAEL

*Human Capital Policy Department, Nigerian Institute of Social and
Economic Research, (NISER) Ibadan, Nigeria.*

ABSTRACT

Tertiary Educational Institutions (TEIs) have been the source of innovation and technological advancement for communal and national development. This is propelled by enhancing the personal intellectual capacity and competence of academic staff of universities through sponsored capacity building programmes. Hence, many developed and developing countries alike, are tackling developmental deficiencies via research and innovations. As TEIs interact with other public establishments and the industries particularly to remain relevant and focused in innovations they, thereby enhance innovations and thereby creating developmental opportunities. Therefore, incorporating research and innovations into extant national developmental agenda is paramount but research skills capacity building is much more important. In the globalization context too, competitiveness of emergent fledging national or regional economies in recent times necessitates functional role for the TEIs, and the universities particularly, expectedly are no longer being confined to, or preoccupied with, their traditional pedagogical roles. There is a renewed focus on knowledge revolution which demands evolution of research-development linkage anchored on critical research thinking and methodological skills. However, over the years funding of research capacity was constrained in TEIs, thus research skills and capacities may have been affected. Besides, the culture of non-regards to research and development in public and private endeavours is rife, so sponsored research capacity development is low. Following the establishment of an

intervention fund; the Tertiary Education Trust Fund (TETFund) it was envisaged that research activities will be revved thereby. Hence, the paper applying secondary and contextual analysis disaggregated the utilisation of the fund at the University of Ibadan. The prime purpose of the paper was to showcase fund utilisation amongst the various faculties in the premier University in Nigeria.

Keywords: *Capacity-building programme, Research & National Development, TET-fund, Nigeria.*

Introduction

Globally, capacity-building and other related expertise-enhancement programme, had over the years, commanded strong importance in all well-meaning institutions. Hence, the need for in-service trainings, on-the-job skills training and capacity development in workplaces. experience of the working-class persons. The need for capacity building within the academic community cannot be relegated because, it is a means to attain technology acquisition and technology transfer, especially in the developing economies particularly in Africa (Idowu,1990; Lundvall, 1992). It is also a veritable means of repositioning the universities for sustainable academic cum technological breakthroughs (Okebukola, 2002). Research capacity building will satiate university-government-industry, research and innovation partnerships for local relevance and global competitiveness, while also mitigating the consequence ignorance or indifference in a globalising world (Yusuf, 2007 & Shevel, 2014). Preponderance effects of ill-equipped researchers are manifold, both at individual and national level. There is, therefore, a need to revisit the role and relevance of research capacity-building in national development and to explore the necessities and possibilities for filling knowledge gaps in the generation and utilisation of research outcomes, essentially for developmental purposes. While the associated challenges and constraints to development issues are global, these constraints are much more pronounced, particularly in developing nations. However, there exist a consensus that the appropriate routes to the requisite panaceas are country-specific, (Altibach, PG, Davis, CH, Thomas, OE, Gopinathan, S, Lee, S, Fong, PE, and Singh, JS. 1989).

Meanwhile, the necessary conditions that determine the pace and the driving forces of development have changed over time with Research and Development (R&D) as the most important driver of development in contemporary world.

As a nation, therefore, the emphasis should tend towards research capacity development, as a precursor to an envisioned national economic advancement. This has become a reality that Nigeria must address in the quest to industrialise and diversify the economy. In realisation of the problems of underdevelopment which required urgent attention, successive governments made concerted efforts to address these problems. Though government sought to provide a framework for the development of R&D by integrating it into the previous development strategies, but the results have not been very remarkable (Jubril & Anas 2014). Due largely to the problem of low resource allocation and the resultant paucity of fund, the impacts of these initiatives, meant to launch Nigeria into the league of strong emergent economies, were infinitesimal such that the failure of the past efforts have left a yawning-gap in the national developmental agenda over the years (Idowu 1990, Okebukola 2002 & Soludo 2006).

The foregoing had necessitated the demands for probing into the utilisation funds from the TETFUND in the funding of skills and capacity building programmes, particularly, at the University of Ibadan, Nigeria. The paper sought to showcase TET-fund utilisation amongst the various faculties in the premier University in Nigeria. The prime approach adopted as mode of inquiry in the paper was content analysis method; so secondary data obtained were contextually analysed using percentages and frequencies to disaggregate the utilisation of the fund at the University of Ibadan.

Perhaps, there is no gainsaying on the role of well-trained and re-trained researchers in the achievement of national developmental goals. Presently, the place and pace of investment by governments in research and development in particular and in education generally, will determine their global place (ranking) and pace of competitiveness. The quantity and quality of human capital formation coupled with thriving innovative start-ups had conferred leadership on the Asian Tiger Nations in the comity of

emergent economies in the last four decades (Soludo, 2006). There are possibilities and profitability of fledging nations like Nigeria in the globalizing world to establish a solid funding framework for the development and integration of R&D into the national developmental plans and policies. Therefore, Nigeria must as a matter of deliberate policy up the tempo of investment in Research and Development (R&D) hence; Tertiary Educational Institutions (TEIs) through research and community services, are expected to diffuse the benefits of acquired expertise for national development. In furtherance to that the TEIs should brace up and reeve-up the R&D skills and capacity in the academic community.

There were past complaints of poor funding of R&D in the milieu of other factors and all these had palpably circumscribed human capacity formation, research enthusiasm and national development (Jubril & Anas, 2014). Thus, highlighting the need to develop research facilities in the tertiary institutions and to explore every other available means complement to perennial problem of paucity of funds needed to conduct tertiary education research activities, which should trigger development. Private investments into research funds for a central and competitive coordinated access are largely absent, affecting national development agenda (Jubril & Anas, 2014). Attracting private funds are germane and if successful, such fund expectedly should obviously, facilitate research at cutting-edge level on activities that will impact positively on the national development agenda on one hand while on the other hand, enhancing competitiveness of the global level. Consequently, there will be a build-up of the research capacity of Nigerian researchers to contribute to the national development efforts as well as tackle global challenges progressively.

Yet, Nigeria's research capacity and potentials supposedly, should optimise due to the fact that TETFUND has been empowered and authorised to support the institutionalization of R&D in the Nigerian tertiary institutions, through the Tertiary Education Trust Act (2011). This development has thereby created the platform for researchers to obtain the necessary funding for their capacity enhancement programmes.

Tertiary Education vis-à-vis Nigerian Development: a Historical Perspective.

Tertiary Educational Institutions (TEIs) have been the source of intellectual, technological and innovation advancement for personal, communal and national development. Over the years, there has been efforts to make education functional so as to meet the need of the people and pave way for national development in Nigeria. This is dated back to the launching the national blue-print on education in 1977, of which, the Federal Government of Nigeria had revised the earlier versions. Even the most recent of the versions had highlighted the necessity of functional education, National Policy on Education (FRN, 2004).

The incorporation of research and innovations into the past and extant national developmental plans and programmes were paramount and commendable efforts. Evidence from the emergent economies of the Asian Tiger and Latin Americas had shown that research expertise from the TEIs was the basis of strident industrial-technological breakthrough. Appropriate institutional reforms that promote or make room for this to be achieved through Tertiary Educational Institutions (TEIs) research skills capacity building must be stimulated in Nigeria (Soludo, 2006). Meanwhile, available literature has shown that the colonial education programmes were ostensibly self-serving. Hence, Nigerian educational historical antecedents had not actually supported national development through research. Therefore, the early educational endeavours were deficient of research-industrial-linkage and majorly without tangible national developmental content. Essentially, the education programmes in those days were to serve the immediate day-to day administrative needs of the Christian missionary groups, trading companies and the colonial government and native authority administrators without significant consideration for industrialisation and economic advancement of the territories (Fafunwa, 1982).

The conscious effort towards research capacity development in Nigeria resonated with the Philip-Stokes Commission of 1922, the resultant 1925 Memorandum of Education and 1926 Education ordinance, which gave order and direction to the development of education in the country particularly in the southern protectorate. The Philip-Stokes effort was like

a Christian pressure group, that were in all good conscience pressing for better education for the natives who were in dire need of functional education (Nduka, 1964). The efforts of Philip-Stokes Commission of 1922 yielded a major fruit in the history and development of TEIs then, as it also translated into the establishment of first higher institution in Nigeria-Yaba Higher College, which facilitated the development of high level man power among the indigenous people in Nigeria, for the greater benefits of the foreigners (Nduka, 1964; Fafunwa, 1982).

Another landmark and catalytic event in the development of education in Nigeria is attributed to adoption of the Arthur Richards Constitution in 1946, which created regional governments in the regions of the East, North and West (Nduka, 1964). It was the Regional governments that commenced the first attempts at a coordinated centrally planned education system which was aimed at improving access to education. This was achieved as there was expansion of educational facilities, and increased budgetary allocations at all levels of education. However, Nduka (1964) noted that the massive expansion of the education system affected the available resource. Paucity of fund notwithstanding, the University College, Ibadan was established. This was in line with what obtains in the global arena, where many developed and developing countries alike, started tackling developmental deficiencies via research and innovations. TEIs, and the universities particularly, expectedly, are no longer being confined to, or preoccupied with, their traditional

Conceptualising Research Capacity Building and National Development.

Industries and universities are increasingly finding it mutually beneficial to engage in building the capacity of their personnel. Available literature revealed a range of different definitions and understandings of research capacity building, particularly as it concerns developing nations. Some focus more on technical and resource transfers (Kharas, 2005). There should be focus, not only in developing available research capacities, there is a need for proactive recruitment of additional persons. Identifying and strengthening existing research capacities within a given academic community as envisaged in National Systems of Innovation (NSI) which has R&D as an essential component of its framework. According to

innovation system theory; the interactions or synergy of the academic community, the government, and the industries will propel research capacities for national development. Therefore, this paper from the research becomes related to development because its outputs are expected to have direct effect on the human and national development. Hence, the effort to enhance the research capacity will ultimately, engender an enlarged frontier of the requisite new knowledge, as the bedrock for the emergence of new era of accelerated national development. The need to re-tool the capacity to carry out research is having a policy implication of allocating adequate resources to develop research capacity to generate knowledge that would permeate into the various sector of the nation economy to guarantee national development.

Although the National system of Innovation, NSI directly relates to a system of interwoven relationships (organizations, policies, rules, and regulations), yet the capacity for the production, diffusion, and the use of knowledge must be taking place too, (Lundvall, 1992). NSI has gained currency and wide acceptability in the developed world, and has just started to gain popularity in developing countries. Its main thrust is the fact that, the more physical and human resources that enter the R&D system, the more innovative the national system becomes. The process of developing necessary capacities for Researchers in the third world countries is undoubtedly, a very complex one. Yet, it has been proved that capacity building remains the key to the necessary global competitiveness and nation-building, Shevel, (2014). Basically, capacity building as it relates to R&D is the introduction of new ways of working that improves the efficiency of an individual within the intellectual community that will ultimately lead to organization and national progress, facilitated by interactive learning, (Archibugi et al., 1994). But the role of the private sector in driving the capacity building in the economy is very inadequate. This implies that, it can be assumed that public funding (government and donor funding) is likely to continue to be the predominant source of funds for research and development in the third world countries, Shevel, (2014). So, developing countries generally have little experience, limited skills, exposure and capacity in research. Yet, the Universities are supposed to act as an important driver of economic development and catching-up through

their role in education and technology absorption, adaptation, and diffusion (Yusuf 2007). In the globalization context too, competitiveness of emergent fledging national or regional economies in recent times necessitates functional role for the researchers in the TEIs in critical thinking and research methodological skills.

Resolving the Constraints to Funding of Research Capacity Building

As already mentioned above, funding for research was substantially constrained in Nigerian TEIs, over the years, thus witting down research skills and capacities. Besides, the culture of non-regards to R&D in public and private endeavours is rife, so sponsored research capacity development is low. However, following the establishment of an intervention fund-Tertiary Education Trust Fund (TETFund) it was envisaged that research activities will be revved thereby. TETFund is an intervention agency set up to provide supplementary funding 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. It 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) which empowered the agency to carry out its functions.

In order to fulfil the functions as envisaged and established by law, TETFund gets its funds from the two percent education tax paid from the assessable profit of companies registered in Nigeria. TETFund uses its funds mainly for the general improvement of education in Federal and States tertiary educational institutions specifically for the provision or maintenance of:

- i. Essential physical infrastructure for teaching and learning;
- ii. Instructional material and equipment;
- iii. Research and publication;
- iv. Academic staff training and development; and
- v. 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.

In addition to the above, the Board of Trustees of the Fund had introduced new programmes to actualize the vision on the TETFund leadership. These initiatives include:

- i. The National Research Fund;
- ii. National Book Development Fund;
- iii. Zonal Central Teaching and Research Laboratories;
- iv. Special High Impact Project;
- v. Academic Publishing Centres;
- vi. Academic Staff Training and Development.

To ensure that the Academic Staff Training and Development programme is not reduced to mere paper programme, the National Research Fund was specifically introduced to deliberately promote the evolution of a knowledge-based, globally competitive, capacity building to ginger R&D driven economic development process in Nigeria. The fund which is a measure of the high priority that the Board of Trustees of TETFund, accorded R&D, is meant to translate into the following specific outcomes, among others, to; i). support and promote problem solving research activities in priority areas for rapid national development; ii). create research leadership and competence in institutions of higher learning. At the policy level, there was concerted effort for the expansion of R&D at national level. It is believed that if government and other stakeholders concentrate on the fundamental issues of advancing R&D by put in the requisite funding, then the national economy will respond to that too.

Level of Utilisation of the Fund at the University Of Ibadan

The prime purpose of the paper is to examine fund utilisation amongst the various faculties of University of Ibadan. When it was established 1948 by the Western Regional Government as a University College, Ibadan, was aimed at repositioning the natives to take over the expatriates in preparation for independence. So, being the premier university in Nigeria and one of the foremost institutions in Africa.

In the University, for the period under review had a total of ten (10) faculties that participated in the TETFund sponsored capacity building programmes, as indicated the Table below:

Table 1: University of Ibadan-TETFUND Utilisation

TETFUND ACADEMIC STAFF TRAINING & DEVELOPMENT								
Beneficiaries 2009-2011 for Programme Completion: On or Before 2017								
S/N	Participating Faculties		Beneficiaries/Faculty			Benefits/Faculty		
	Faculty and Academic Staff on Roll		Persons	%	Rank	(Naira)	%	Rank
1	Agriculture & Forestry	149	1	0.67	10 th	2,113,800.00	0.5	10 th
2	Basic Medical Science	113	9	7.96	4 th	89,208,288.20	19.9	1 st
3	Clinical Science	199	10	5.03	6 th	70,909,540.00	15.8	4 th
4	Dentistry	35	2	5.71	5 th	15,657,500.00	3.5	8 th
5	Law	33	1	3.03	9 th	24,072,600.00	5.4	6 th
6	Pharmacy	49	6	12.25	2 nd	12,160,130.00	2.7	9 th
7	Public Health	53	2	3.77	8 th	21,883,000.00	4.9	7 th
8	Science	226	10	4.42	7 th	74,675,260.00	16.7	3 rd
9	Technology	96	11	11.46	3 rd	81,719,197.00	18.2	2 nd
10	Veterinary Medicine	88	12	13.64	1 st	56,122,490.00	12.5	5 th
Total		1041	64 (6.15%)			448,521,805.20	100	

Source: UI-Academic Planning Bureau

All the benefiting faculties were within the science-based faculties shown in **Table 1**, above, except the Faculty of Law, there was no other faculty in the liberal arts, humanities, management sciences and education that benefited. The ten faculties that benefitted had total academic staff strength of about 1041 but only 64 persons in all, benefited. That represented only 6.2% of all the staff members as beneficiaries in the programme. The beneficiaries were at least from two persons and more drawn from each faculty, except the faculties of Agriculture/Forestry (0.5%) and Law (3%) which, had one beneficiary each. In the ranking of the number of beneficiaries; Veterinary Medicine (13.64%), Pharmacy (12.25%) and Technology (11.46%) were in first, second and third positions respectively of the total persons who benefited from the Fund. But in terms of the amount benefited per faculty-expressed as a percentage of the gross amount released for the period, as disaggregated in the Table 1 above; Faculty of Agriculture/Forestry (0.5%) had the least benefit amongst the faculties. Significantly, Pharmacy (2.7%) remained in the second position again, but now from the rear, with 2.7% of the total fund yet having about 12.25% of the faculty staff as beneficiaries. Next to the

Faculty of Pharmacy, Dentistry (3%) of the gross amount for the period under review. Basic Medical Science (19.9%), Technology (18.2%) Science (16.7%) and Clinical Science (15.8%) had the highest percentage of the gross fund disbursed in that order. Although Faculty of Science had 16.7% of the fund, instructively, it was only 10 persons (4.42%) out of 226 that actual benefited. The opportunity cost remained very high. The implication of enhancing the capacity of just 10 persons means that there were 216 other academic staff members still waiting to benefit from the capacity building programme.

The experience of the Faculty Science aptly typified the predicament of the funding of research capacity enhancement programme in Nigeria. Granted that the TETFund management may be very open in their disbursements of fund to TEIs in Nigeria, a better approach in spreading what is available to benefit more research fellows at a time should be given priority. Such that, the expression of the relationship between the choices made in the midst of scarce resources should become more satisfying and saturating, to ensure that alternative cost will be reduced. More so, serious attempt should be made to minimise the social and intellectual effects of the obvious paucity of fund in the system. Specifically, if only 6% of the total academic staff in the 10 faculties considered actually benefitted from the sponsored capacity building what becomes of the 94% and how about management and social sciences that were altogether left out. Is not necessary to accord economic management a priority research area in an undiversified economy as ours?

So many unanswered questions and related issues that demand attention but suffice to say that what had been done so far can really move the research capacity for national development forward. As the premiere university; having been in existence for over six decades, it is unsavoury that the available funding for research could not guarantee capacity building for at least 10% of the staff members, in a five-year-cycle training programme. At the present rate, nothing meaningful will be achieved regarding the pressing need for a well-coordinated research capacity building which, as stated earlier is a necessary condition, required to unshackle our national developmental efforts.

Capacity building is has been identified as impacting positively on the workplace generally. The work-pace and face particularly are changing too through well-coordinated capacity building, (Armstrong, 2009). As nations in the emerging economies, having seen the need to pursue capacity building as way raising crop of well-endowed, innovative, versatile expertise that can be utilised for enhancing executive capacity, time-bound source of productivity. The identifiable training needs and the competitive advantage it confers on nations who tackled them via capacity building is a known fact, by adding value to the organisational existentiality cum operational routines, and contributing immensely to national development, (Okebukola, 2002, Soludo, 2006 & Shevel, 2014). However, funding research for national development has been constrained, in developing nations (Idowu, Yusuf, S. 2007. 1990, Jubril, & Anas, (2014). This problem still subsists as evinced in this particular paper may be hindering further, our national aspiration.

Conclusion

There was a candid attempt to situate the changes in nations in the context of capacity building with the resultant increase in capacity utilisation. Hence, there is a renewed focus on knowledge revolution which demands evolution of research-development linkage anchored on critical research thinking and methodological skills. The envisaged acceleration of research capacities and activities through the intervention of Tertiary Education Trust Fund (TETFund) was highly commendable but obviously, it remains grossly inadequate to meet our national demand. Hence, the paper on the basis of available secondary data disaggregated the level of utilisation of the fund at the University of Ibadan, concluded that the level of fund utilisation amongst the faculties in the University, that participated, was not commensurate to need on ground. This probably may not be too far from the experiences of other universities, particularly and other TEIs.

Suggestions

In view of the foregoing, the paper thus endorses that:

- i. Evolution and sustainability of a robust and competitive knowledge-based economy upon the pedestals of R and D, is

- germane on one hand and that relevant capacity building for expertise and sustainability be reinforced too.
- ii. Over dependence on foreign universities and research institutes should be discouraged deliberately, to save foreign exchange
 - iii. Some of our universities and research institutes should made centre of excellence and be encouraged to remain focused as the apex sources of knowledge for wealth creation, national development and global competitiveness through appropriate funding policies and programmes.
 - iv. Rapid advances in economic development & Human Development Index (HDI) have become knowledge-based, R&D-driven and private sector-led, but in Nigeria the reverse is the case. Therefore, mobilising fund from the private sector and involving private initiatives through research sponsorship will be worthwhile.
 - v. Government intervention mainly through government-facilitated endowment and funding coordination via appropriate policy instruments should be a major concern and contribution of government.
 - vi. Individual universities benefiting from the programme should articulate a more rewarding sponsorship approach that will extend the benefits to more research fellows at a time. This should be a temporary measure to mitigate the effects of paucity of funds for research.
 - vii. All avenue for expansion the funding of research but mopping up idle funds from other sectors or from the over bloated expenditure on none essentials to this all important segment of our national endeavours
 - viii. Further research on the topical issue of funding and other related issues as it concerns research capacity building should be carried out to create room for further and better understanding the possible solutions to funding problem.

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