

The Effect of TETfund Sponsored Conference Attendance on Curriculum Delivery and Community Service at Alvan Ikoku Federal University of Education, Owerri, Imo State, Nigeria

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Abstract

Original Research Article

The study examined the effect of TETFund-sponsored academic conferences on curriculum delivery and community service at Alvan Ikoku Federal University of Education (A.I.F.U.E), Owerri, Imo State, Nigeria. Adopting a survey design, the study investigated whether sponsored academic conferences introduced by TETFund significantly affected curriculum delivery and community service in A.I.F.U.E, Owerri, Imo State, Nigeria. Primary data were obtained from a 20-item questionnaire administered to 260 academic staff. Using descriptive statistics and the Pearson correlation, two research questions and two hypotheses were analysed. Findings showed that the two hypotheses had a correlation coefficient of 0.686 and 0.737, respectively, indicating a positive and strong relationship between conference sponsorship and curriculum delivery, as well as conference sponsorship and community service. The study recommended that the University should adopt a strategic framework that promotes equitable access to conference participation among staff, alongside structured feedback systems from sponsored participants to enhance professional development and academic exposure.

Keywords: Conference Sponsorship, Curriculum Delivery, Community Service, TETFund, A.I.F.U.E.

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1.0 Introduction

The task of maintaining highly effective academic staff in public tertiary educational institutions in Nigeria remains crucial to achieving successful educational outcomes. Globally, educational requirements and workplace skill demands are evolving rapidly due to technological changes and the changing nature of work. Thus, academic staff must remain conversant with emerging trends and competencies (OECD, 2019). Achieving quality

educational goals requires continuous training and development of academic staff. Conference attendance is therefore crucial to staff development.

Academic conferences refer to strategic human capital development programs in local, national, or international platforms that enhance knowledge-based relationships among intellectuals in a given field from various tertiary institutions (Gabadeen, Udida & Sadiku, 2025). The issue of poor human capital development in Nigerian tertiary institutions



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remains a biting challenge to the nation. Conference attendance, undoubtedly, is one of the significant ways of assuaging this challenge. Unfortunately, some staff are financially handicapped and therefore find it difficult to attend conferences. To this end, institutional sponsorship for conferences remains a viable avenue for addressing funding challenges. To bridge the sponsorship gap, the Tertiary Education Trust Fund (TETFund) was established in 2011 to support human capital development in public tertiary institutions in Nigeria. Among the various interventions from TETFund are sponsorships to attend conferences locally and internationally. Academic staff from both state and federal tertiary institutions across the country have benefited significantly from TETFund conference sponsorship since its inception (TETFund, 2023). Academic conference sponsorships have enabled staff to present papers in their fields, thereby exposing them to cutting-edge research from around the world. Such interaction with peers and experts can be incorporated into course content and delivered through the teaching process.

Curriculum delivery refers to the actual process of teaching and learning, to impact knowledge, skills, and attitudes, which is a core responsibility of academic staff in a tertiary educational institution. While curriculum is developed by policymakers in each field, curriculum delivery ensures the optimum transfer of knowledge to the students by the teaching staff. Curriculum implementation takes place in the classroom or in any learning environment. Teachers need regular training to enhance the teaching process (Anho & Akpkinovo, 2023), which should lead to better curriculum delivery. Participation in conferences exposes lecturers to new research processes and strategies that enhance teaching methods and student engagement (Ugorji, King-Agboto, Ezinwa, 2024). Unique learning requirements of diverse student populations are better identified through regular conference attendance (Anho & Akpokinovo, 2023). The role of academic staff, however, extends beyond teaching and research to community service.

Public perception is that positive social change accrues from investments in education. Conference

attendance provides academic staff opportunities for growth, which spills over to the environment and beyond. Community service refers to the application of the knowledge, skills, and aptitudes of scholarly staff in activities that are not related to core teaching and learning but which contribute meaningfully to both the internal and external university environment. Such activities include training, conferences, public speaking, community outreach, consultancy, service to the government, and membership of boards and civil society organizations. Service to the community is, therefore, a vital aspect of the roles provided by academic staff.

1.2 Statement of the Problem

Public tertiary educational institutions play a major role in socio-economic development. Academic staff remain vital to the realization of the goals of public education. The major responsibility of academic staff remains teaching and research. However, the role expands to include administrative functions and curriculum development as academic staff grow on the job. According to Bioko and Umar (2024), academic qualifications and job requirements sometimes misalign, thereby creating the need for development to bridge classroom knowledge and practical application in education. To effectively perform these roles, academic staff require continuous human capital development. TETFund-sponsored local, national, and international conferences provide academic staff opportunities for training and development. These conferences provide current disciplinary knowledge, pedagogical strategies, and professional communities that improve academic staff competencies.

Empirical evidence in Nigeria indicates that previous studies have highlighted the benefits of academic staff development towards academic performance in public tertiary institutions. For instance, the study of Gabadeen, Udida, and Sadiku, (2025) investigated perceptions of academic staff on conference attendance and education innovation output in public universities in North Central, Nigeria. Findings indicated that academic staff conference attendance significantly influenced education innovation output

in teaching and research activities. On the other hand, the study of Mela, Modibbo, and Paul (2024) found that sponsored academic conferences help academic staff with designated responsibilities within and outside the school environment. These studies primarily focused on broad academic staff achievement and did not specifically address curriculum delivery and community development. Here lies the gap for this study. Despite TETFund-sponsored conference attendance, there remains little or no evidence on how such participation influences curriculum delivery and community service outcomes. This underscores the need for the study.

1.3 Objectives

1. Ascertain the impact of conference sponsorship on curriculum delivery and implementation in A.I.F.U.E, Owerri.
2. Determine the influence of conference sponsorship on community service in A.I.F.U.E, Owerri.

1.4 Research Question

The following research questions will guide the study:

1. To what extent has Conference Sponsorship contributed to Curriculum Delivery in A.I.F.U.E Owerri?
2. To what extent has Conference Sponsorship influenced Community Service in A.I.F.U.E Owerri?

1.5 Hypotheses

1. Conference sponsorship has no significant effect on Curriculum Delivery in A.I.F.U.E Owerri.
2. There is no significant effect of conference sponsorship on community service in A.I.F.U.E Owerri.

2.0 Conceptual Review

2.1 Conference

A conference indicates an activity within a field of study and the commitment of people to their own

practice and sphere of operation (Rimmer & Floyd, 2020). Conferences create opportunities for the exchange of ideas among professional practitioners (Fila, 2024). Conferences are generally classified by size, medium, and target audience (Rimmer & Floyd, 2020). With COVID came opportunities for both in-person and virtual conferences. According to Carr (2023), online conferences also support learning and networking, with international reach and scale.

Conferences may be academic or professional. Academic conferences allow participants to present their research to fellow attendees. Such research may be accepted and published in a peer-reviewed journal. Professional conferences focus on enhancing the professional skills, expertise, and knowledge of their members. Such variations are important to note because they support the learning experience and how participants internalize the new knowledge acquired from the conference. While the boundaries may not be sharply defined, both must ensure opportunities for networking and social interaction, as well as participatory activities that support learning (Carr, 2023).

2.11 Conference Sponsorship

Conference sponsorship refers to financial and institutional support provided to academic staff to enable them to participate in scholarly conferences. The sponsorship normally covers the costs of registration, travel, accommodation, and other related logistics (TETFund, 2015). Over the years, through critical engagement with leaders of public tertiary institutions in Nigeria, the federal government recognized that funding for research and development has become very critical for human capital development. The reason is that human capital development requires investments that were not available to staff in these institutions. If self-funded, conferences represent investments of cost and time (Rimmer & Floyd, 2020). With staff of these institutions clamouring for improved wages, there was little or no motivation for self-development. Conference attendance is necessary for human capital development as it promotes continuous learning and knowledge exchange. The Tertiary Education Trust Fund (TETFund) was

established to meet the needs of human capital development and infrastructural development in public tertiary educational institutions in Nigeria. Since its inception, many academic staff have benefited from the Fund. Academic conference attendance has also improved. The networking benefits of conferences are widely acknowledged (Rimmer & Floyd, 2020). Academic conferences also encourage continuous learning and development, which impacts lecturers' capacity for teaching, learning, and institutional growth.

2.12 Curriculum Delivery

Curriculum delivery refers to the strategy used to transfer knowledge and skills to students. Curriculum delivery enables students to achieve their learning objectives. Decisions on what, how, and when to teach are all parts of curriculum delivery. Elements of curriculum delivery refer to teaching, learning, assessment, and resources for teaching and learning (Omwando, Kennedy, & Enock, 2024). Curriculum delivery methods refer to the strategies and techniques for the transfer of skills and knowledge. The methods include collaborative learning, storytelling, and case study, use of assistive technology, group learning, lecture-based learning, reflective and self-evaluation, game-based learning, inquiry-based learning, individualized instruction, and technology-based learning (Oyadonghan & Ifiezibe, 2025). Aside from the above, the curriculum, which is the content, can be further transferred through non-formal processes like mentorship, counselling, advice, support, and feedback mechanisms. Conference attendance enables lecturers to effectively understand instructional material, develop reflective and problem-solving skills, and improve creativity in teaching (Edet & Nkama, 2013)

2.13 Community Service

Community service refers to the set of activities through which university staff contribute their knowledge, skills, and expertise to societal development, promote community engagement, and mutually beneficial relationships between the host

communities and the educational institution (Okojie, 2012). Apart from teaching and research, one of the major roles of academic staff in any society is community service (Lindsay, 2003, cited in Nnabue & Onyeike, 2012; Ogunode, Audu, & Olatunde-Aiyedun, 2022). Community service is an integral component of the educational process (Su & Feng, 2014). Tertiary educational institutions are increasingly encouraged to look beyond the campuses and contribute to their communities through activities that include public speaking, community outreach, consultancy, service to the government, and volunteering in not-for-profit organizations. As a tertiary educational institution, volunteer teachers from Alvan Ikoku Federal University of Education provide some hours of teaching services to secondary schools within the community that lack qualified teachers in English and Mathematics, amongst other subjects. Benefits of community service include career progression, improvement in the mind and body of both parties, and strengthening relationships. Many more benefits can be derived from collaborations between the campuses and the communities (Greenhalgh, Jackson, & Shaw, 2016). Despite the obvious advantages, challenges that hinder the performance of community service include inadequate funding, unstable calendar, corruption, weak school administrators, poor infrastructure, and insecurity (Ogunode, Audu, & Olatunde-Aiyedun, 2022).

2.2 Theoretical Review

Two theories are considered for this work. They are human capital theory and the experiential learning theory.

2.2.1 Human Capital Theory

The human capital theory, originally proposed by Schultz (1961) and later expanded by Becker (1964), posits that increased performance can only be achieved through investment, especially in education, training, and development. The theory posits that organizations benefit from investment in their employees. Educational institutions also benefit from investments in staff education and training.

Such investments improve performance in teaching, research, and community service. Psacharopoulos (1994) further argues that education not only increases performance but also links education returns to higher earnings and productivity. Education is viewed as a tool for creating improved citizens and upgrading the general standard of living in a society. Human capital is viewed as the investment people make in themselves that improves their economic productivity. Such investments are important for achieving institutional goals (Olaniyan & Okemakinde, 2008), which include effective teaching, research, and community service. TETFund-sponsored conferences represent a huge investment in human capital for public tertiary educational institutions.

2.2.2 Experiential Learning Theory

Experiential learning theory, developed by Kolb (1984), explains how learning takes place through experience. The theory posits that learning can take place in any environment if the four-step experiential learning cycle is followed. Kolb argues that learning involves having a concrete experience, reflective observation, abstract conceptualization, and active experimentation. Recognizing that learning styles are different, the theory submits that four types of learners are part of the experiential learning cycle. The learner types include converging, diverging, assimilating, and accommodating learners. Conference attendance gives academic staff opportunities for presentations, discussions, networking, and interactions. Carr (2023) posits that conference attendance and participation support reflective and experiential learning. Conferences support curriculum delivery by improving teaching methods to up-to-date technologies. The theory, however, is limited by the fact that real learning may not always follow the four-step learning cycle and the limitations in multicultural contexts (Kolb & Kolb, 2005).

2.3 Empirical Review

The empirical review shows the paucity of studies on the area of study. The study of Menwo, Obiano, and

Idoli (2020) was on staff development and academic staff output in the universities in the South-South geo-political zone of Nigeria. Data collected from sample staff and students of three universities in the zone were analysed with one-way analyses of variance, and an independent t-test showed that the influence of in-service training on staff output was not significant. Also, the difference between staff who had received ICT training and those who had not was not significant.

Ollor (2021) examined teachers' participation in workshop and seminar programs for quality instructional delivery in secondary schools in Rivers State. The study utilized a descriptive research design with a population of 5,216 respondents, comprising teachers and principals in Rivers State East Senatorial Zone. A sample size of 298 respondents was selected through a disproportionate sampling technique. The z-test statistic was employed for the test of hypotheses. Findings showed that attending workshops and conferences significantly influences the quality of instruction and delivery in secondary schools.

The study of Mela, Modibbo, and Jim (2024) determined the effect of TETFund-sponsored academic conferences on academic staff development at Federal University Gashua, Nigeria. Findings revealed that academic staff conferences help academic staff achieve their designed responsibilities within and outside the school environment.

In their study, Bioko and Umar (2024) examined the impact of human resource development on academic staff competency in tertiary institutions in Katsina State. Data was collected with a questionnaire from a sample of 333 academic staff. Findings revealed that mentoring academic staff engage in mentoring, which serves as an avenue for professional development and growth.

Gabadeen, Udida, and Sadiku, (2025) investigated perceptions of academic staff on conference attendance and education innovation output in public universities in North Central, Nigeria. A descriptive survey research design was utilized for the study. A sample of 297 academic staff from four public universities was used for the study. The t-test statistic

was used for the analyses of the hypotheses. Findings showed that conference attendance had a significant influence on education innovation output in teaching and research activities as perceived by academic staff of conventional and specialized universities in North Central, Nigeria.

3.0 Methodology

The study employed a descriptive survey research design, which is ideal for using primary data sources. The research respondents comprised academic staff of Alvan Ikoku Federal University of Education, Owerri. A sample of 260 academic staff from six faculties, twenty-five departments, ranging from lecturer 11 to professors, was randomly selected from the University’s population of 788 academic staff to constitute the sample for the study.

A questionnaire comprising two sections, A and B, was used for the study. Section A captured the demographic characteristics of respondents, while Section B consisted of twenty-item questions covering conference sponsorship, curriculum delivery, and community service in Alvan Ikoku Federal University of Education, Owerri, Imo State. The questionnaires were administered to the

respondents and retrieved with the help of four research assistants. The 20-item questions in section B of the questionnaire were rated on a 4-point Likert scale of Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1).

Data were analysed with simple percentages, descriptive statistics (mean and standard deviation), and Pearson correlation. The demographic characteristics of respondents were analysed with simple percentages. Furthermore, research questions one and two were analysed with descriptive statistics (mean and standard deviation). Mean responses that were rated above 2.5 were accepted, while those rated below 2.5 were rejected. Pearson correlation was used to test the two null hypotheses stated. Where the p-value was less than 0.05, the null hypothesis was rejected. Otherwise, the alternative will be accepted. A reliability test was conducted using Cronbach's alpha to assess the internal consistency of the respondents' responses. From the table of research questions one and two, reliability coefficients of 0.978 and 0.983 were obtained. This shows the instruments' internal consistency. This therefore revealed that the instrument was reliable and suitable for the study.

3.1 Results

Table 1: Social Demographic Characteristics of Respondents

Variables	Total No. of Respondents	Percentage of Respondents	Total Percentage	Descriptive Characteristics		
				Mean	Max	Min
<u>Gender</u>						
Male	146	56.2%	100%	130	146	114
Female	114 = 260	43.8%				
<u>Age</u>						
30 – 39	11	4.2%	100%	130	93	11
40 – 49	93	35.8%				
50 & above	156 = 260	60.0%				

<u>Year of service</u>								
5 – 10 years	22		8.5%					
11 – 15 years	146		55.8%					
>15 year	93	=260	35.7%	100%	130	146	22	
<u>Highest Qualification</u>								
BSc Degree	5		1.9%					
Master’s Degree	47		18.1%					
PhD Degree	208	= 260	80%	100%	130	47	5	

Source: Researchers’ Survey, 2025

Table 1 presents analyses of data on the respondents’ characteristics. The analysis indicated that the majority of the respondents (56.2%) were male, while 43.8% were female. The mean age of the respondents is 50.1 years. Respondents in the 40–49 age bracket accounted for 35.8%, while the lowest percentage (4.2%) was in the 30–39 age bracket. Regarding years of service, 55.8% of respondents have served in the institution between 11 and 15 years. Those who have served for more than 15 years constituted 35.2%, while the lowest percentage value

of 8.3% was for people who served in the University between 5 to 10 years. Regarding the highest qualification, 80% of respondents had a Ph.D., 18.1% had a master’s degree, and 1.9% first-degree holders.

Research Question One:

1. To what extent has Conference Sponsorship contributed to Curriculum Delivery in A.I.F.U.E Owerri?

Table 2: Respondents’ responses on the extent to which sponsored conference attendance affects curriculum delivery

S/N	ITEM QUESTIONS	SA	A	D	SD	MEAN	SD	REMARK
1	TETFund provides adequate sponsorship opportunities for the staff to attend conferences.	156	42	52	10	3.32	0.923	Accept
2	Sponsored conference attendance has enhanced my knowledge and teaching effectiveness.	115	98	26	21	3.18	0.194	Accept
3	TETFund conference sponsorship supports professional development aligned with curriculum needs.	141	104	10	5	3.37	0.665	Accept

4	Attendance at conferences sponsored by TETfund motivates me to improve my knowledge	104	115	15	26	3.14	0.917	Accept
5	Attending academic conferences helps me integrate contemporary knowledge into my teaching.	193	57	-	10	3.67	0.675	Accept
6	Knowledge gained directly from TETFund sponsorship contributes to curriculum improvement.	136	109	-	15	3.41	0.768	Accept
7	Exposure to TETFund-sponsored conferences enhances the relevance of course content.	125	120	10	5	3.4	0.659	Accept
8	I often share knowledge from TETFund-sponsored conferences with colleagues and students.	104	115	10	31	3.12	0.951	Accept
9	Curriculum delivery has generally improved since TETfund introduced sponsorship to lecturers.	136	89	30	5	3.37	0.762	Accept
10	TETFund-sponsored conferences encourage curriculum updates based on emerging trends discussed at conferences.	94	151	15	-	3.3	0.573	Accept
	Grand Mean/SD					3.04	0.781	Accept

Source: Researchers' Survey, 2025

Table 2 presents respondents' responses on the extent to which conference sponsorship affects curriculum delivery. Analysis shows that the value of the pooled mean rating is 3.04 on a 4-point Likert scale. The result shows that the extent to which conference sponsorship contributes to curriculum delivery is above expectation since the pooled mean is higher than the expected mean of 2.5. The standard deviation grand value of 0.781 shows that the

respondents' responses are spread around the mean. The responses are consistent with one another.

Test of Hypotheses One

H₀₁: Conference sponsorship has no significant effect on curriculum delivery.

Table 3: Correlation Relationship between Conference Sponsorship and Curriculum Delivery

Variables	N	R (Correlation Coefficient)	r (P-value)	Remark
Curriculum delivery	260	0.686	0.00	Reject null hypothesis one
Conference sponsorship	260			

Source: SPSS 27. Where N = Number of Respondents, r = P value, R = Correlation coefficient

Presented in Table 3 above is the correlation relationship between conference sponsorship and curriculum delivery. Analyses showed that the correlation probability value is 0.00, which is significant because it is less than 0.05. Results led to the rejection of null hypothesis one. It is therefore concluded that conference sponsorship significantly affects curriculum delivery. Results also show that the correlation coefficient is 0.686. This shows that

the relationship between conference sponsorship and curriculum development is positive and highly correlated at 68.6%.

Research Question Two

To what extent has Conference Sponsorship influenced Community Service in AIFUE Owerri?

Table 4: Respondents’ responses on the extent to which conference sponsorship affects community service

S/N	ITEM QUESTIONS	SA	A	D	SD	MEAN	SD	REMARK
1	TETFund-sponsored programs enhance my capacity for community service.	130	84	31	15	3.27	0.885	Accept
2	Conference participation helps me build strong networks that enhance community service	146	114	-	-	3.56	0.497	Accept
3	I regularly participate in university community-led programs.	104	115	36	5	3.22	0.754	Accept
4	Exposure to TETFund sponsorship introduced me to best practices in educational institutions.	84	104	67	5	3.03	0.812	Accept
5	I am motivated to start community service as a result of ideas from the TETFund conference sponsorship.	115	83	57	5	3.18	0.841	Accept

6	Knowledge from TETFund-sponsored conferences is applied to real-life problems.	104	120	36	-	3.26	0.687	Accept
7	Community service is a key component of my professional responsibility.	115	125	15	5	3.35	0.677	Accept
8	The University recognizes staff who are involved in community service.	105	109	41	5	3.21	0.773	Accept
9	TETFund-sponsored conferences improve community impact.	104	141	15	-	3.34	0.585	Accept
10	TETFund-sponsored conferences address community-based challenges.	120	88	52	-	3.26	0.772	Accept
	Grand Mean/ SD					3.23	0.728	

Source: Researcher’s Survey, 2025

Table 4 presents respondents’ responses on the extent to which conference sponsorship affects community service. Analyses showed that the value of the pooled mean rating is 3.23 on a 4-point Likert scale which reveals that the extent to which conference sponsorship contributes to community service is above the expected since the pooled mean is higher than the expected mean of 2.5. The standard

deviation grand value of 0.728 showed that the respondents’ responses are spread around the mean.

Test of Hypotheses Two

H0₂: Conference sponsorship has no significant effect on community service.

Table 5: Correlation Relationship between Conference Sponsorship and Community Service

Variables	N	R (Correlation Coefficient)	r (P-value)	Remark
Community service	260	0.737	0.00	Reject null hypothesis one
Conference sponsorship	260			

Source: SPSS 27. Where N = Number of Respondents, r = P value, R = Correlation coefficient

Presented in table 5 above is the correlation between conference sponsorship and community service. Analyses showed that the correlation probability

value is 0.00, which is significant because it is less than 0.05. The result, therefore, led to the rejection of null hypothesis one. It is thus concluded that

conference sponsorship significantly affects community service. The result also indicates that the correlation coefficient is 0.737. This shows that the relationship between conference sponsorship and curriculum development is positive and highly correlated at 73.7%.

4.0 Discussion of Findings

This study examined the effect of conference sponsorship on curriculum delivery and community service in Alvan Ikoku Federal University of Education, Owerri, Imo State. Two objectives were stated. Based on the objectives, two research questions and two hypotheses were developed to pilot the study. Analyses were carried out using descriptive statistics, specifically the mean and standard deviation, to analyse and interpret the two research questions. Furthermore, Pearson correlation was used to determine the extent of the relationship between the variables and the effects of conference sponsorship on curriculum development and community service.

Research question one was formulated to determine the extent to which conference sponsorship affects curriculum delivery. The mean and standard deviation showed that the majority of respondents strongly agreed that conference sponsorship affects curriculum delivery. Results showed that the pooled mean rating of research question one is 3.04, which is higher than 2.5. Also, hypothesis one was tested with Pearson's correlation, with the result displayed in Table 3. Findings showed that the correlation coefficient is 0.686, indicating a positive and strong relationship between conference sponsorship and curriculum development. This led to the rejection of the null hypothesis. This finding is consistent with the study of Ollor (2021), whose findings revealed that attending workshops and conferences significantly influences the quality of instruction and delivery in secondary schools. The study is also consistent with Gabadeen, Udida, and Sadiku (2025), whose findings revealed that conference attendance has a significant influence on education innovation output in teaching and research activities of conventional and specialized universities in North Central. Research question two was stated to

determine the extent to which conference sponsorship affects community service. Results from the mean and standard deviation showed that the majority of the respondents strongly agreed that conference sponsorship affects community service. Hypothesis two was tested with Pearson correlation, and the result displayed in Table 5. Findings revealed that the correlation coefficient is 0.737, which shows a positive and strong relationship between conference sponsorship and community service. This finding is consistent with the study of Mela, Modibbo, and Paul (2024), whose findings revealed that academic staff conferences help academic staff with their responsibilities within and outside the school environment. The findings underscore the need for conference sponsorship since it directly and significantly contributes to the curriculum, instruction, and community impact. Investments in human capital improve teaching, research, and community development.

4.1 Conclusion

The study concluded that academic staff development is a major prerequisite for academic job performance. Sponsored academic conferences reduce the financial burden on staff, enhance global exposure, and strengthen the knowledge, skills, and competencies required for job performance. The study, therefore, concludes that TETFund-sponsored academic conferences have played a major role in curriculum delivery and community service at AIFUE, Owerri, Imo State.

4.2 Recommendations

Based on the findings of the study, the researchers recommend the following:

- i. To support inclusive sponsored conferences for academic staff, the University should have a strategic plan that will ensure fair conference participation among staff. This will further promote professional development, enhance exposure, and contribute to curriculum delivery and community service.
- ii. Academic staff should be required to present reports or feedback to the university community on

the knowledge and insights gained from sponsored conferences. This will ensure that academic staff disseminate new ideas that will strengthen curriculum delivery and community service in the University.

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