



## *RESEARCH ARTICLE*

### **IMPACT OF TERTIARY EDUCATION TRUST FUNDS' INTERVENTION ON PROVISION OF INSTRUCTIONAL FACILITIES IN COLLEGES OF EDUCATION IN NORTH-WEST ZONE, NIGERIA**

<sup>1</sup> Yakubu Magaji Zubairu, <sup>2</sup> Prof. B.A. Maina, <sup>3</sup> Prof. M.I. Harbau

<sup>1</sup>Department of Educational Foundations, School of General Education, Federal University of Education, Zaria-Nigeria; <sup>2&3</sup> Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria-Nigeria

#### **ABSTRACT**

The study was on the Impact of Tertiary Education Trust Funds' Intervention on Provision of Instructional Facilities in Colleges of Education in North-West Zone, Nigeria. The design adopted for this study was descriptive survey. The population of this study comprise of all academic staff, management staff and TETFund desk officers in all the 12 public Colleges of Education in the Zone. There are 4,562 academic staff, 72 management staff and 12 TETFund desk officers totalling 4646. The sample size for this study was at 355. This includes academic staff, management staff and TETFund desk officers. The sample size is determined based on research advisors (2006) table for sample size selection. Proportionate simple random sampling technique was used. The data collection instrument for the study was self-developed structured questionnaire called "Impact of Tertiary Education Trust Funds Intervention on Research and Development Questionnaire" (ITETFIRD-Q). The questionnaire was prepared based on Likert five-point scale. The instrument was duly vetted by Supervisors and other relevant experts. The questionnaire was subjected to trial testing using 36 respondents from Niger State College of Education, Minna. The research question was analyzed using frequency counts; percentage, arithmetic mean and standard deviation to obtain overall average scores. Also, ANOVA was used to test the null hypothesis at 0.05 level of significance. The study found that Tertiary Education Trust Funds Intervention has made considerable impact on the provision of Instructional facilities such as; computers; laptops, desktops Internet connectivity, smart-board, library resources and laboratory equipment, other projects include constructions and rehabilitations of lecture theatres, classrooms, hostels, offices, laboratories, road network and fencing of institutions in different parts of Colleges of Education in North-West Zone, Nigeria. The study recommends that the TETFund and beneficiary institutions should make sure that they assign their projects to only contractors who are certified to be honest and competent and the monitoring team should be at work always to make sure that they evaluate the project at close interval.

**Keywords:** Impact, intervention, provision, instructional facilities, TETFund,

#### *Corresponding Author*

Yakubu Magaji Zubairu

Email Address: [yakubmzubayr@gmail.com](mailto:yakubmzubayr@gmail.com) Telephone No: 08030729778

**Received:** 15/12/2024; **Revised:** 11/2/2025; **Accepted:** 20/02/2025; **Published:** 28/2/2025



## 1.0. INTRODUCTION

The contributions of human capital in the development of any nation have been extensively examined and written about in literature. In this regard, Harbison and Myers (2013) noted that it is human resources, not capital, not income nor material resources that constitute the ultimate basis of the wealth of nations. Manpower development known as human capital development can be considered on its qualitative and quantitative dimensions. It means that human capital formation includes not only expenditure on training but also the development of right attitudes towards productive processes. In tertiary institutions, lecturers' development programmes are considered very critical. These development programmes are often planned activities which are concerned with increasing and broadening the capacities of the manpower or lecturers. It equally aids in improving the technical and conceptual skills of lecturers so they enhance the necessary abilities to handle complex situations and efficient job performance. This makes them to keep abreast with new developments in their areas of specialization so as not to become obsolete and made redundant (Peretomode & Chukwuma, 2005). Orji (2014) added that manpower development of lecturers in tertiary institutions should be geared towards equipping and sharpening lecturers' capacities to help them in performing various obligations, tasks and functions related to their present or future expected roles.

Essentially, colleges of education in Nigeria are among the institutions of higher learning that have been bestowed with the mandate of training teachers for the successful implementation of the Universal Basic Education (UBE) programme of the federal government of Nigeria. They therefore produce teachers not only for the primary schools, but also for the junior secondary school system. The importance of quality teachers in any educational endeavour can never be over-emphasized. The teachers are the hub on which the educational system of any nation rotates. They are the agents through which a well-articulated curriculum finds its actualization. However, of greater and more critical importance are those who train and produce these classroom teachers. They are to a greater extent the academic staff of colleges of education.



These groups of individuals must not only be academically sound, but also possess professional exposure, carriage and altitude which are important for effective and efficient implementation of their official responsibilities in the colleges. Therefore, the colleges of education in Nigeria must not only strive to employ and retain the best brains on their academic staff list, but must also ensure that the academic staff members are abreast, with current knowledge in their various fields. They should also be able to demonstrate world best professional practices to be role models to the student teachers.

It is a well-known fact that knowledge keeps on changing. In fact, the knowledge we acquire today, will probably by next five to ten years become obsolete and irrelevant. Again, new knowledge is being discovered on a daily basis, and new technological practices are equally being introduced in the system; these make it mandatory that academic staff of the colleges of education, who are teacher-educators, must be very conversant with new knowledge and technological practices, which are very essential for sound pedagogical practices. This, therefore establishes the need for academic staff members of colleges of education in Nigeria to pragmatically avail themselves of the opportunities offered by different staff development programmes in the country and abroad, to update themselves, these will definitely help them to become highly abreast with the current relevant body of knowledge, not only in their various academic disciplines but also in the critical area of teaching and learning. The need for improved productivity and organizational performance through human resource development can never be over-emphasized.

The Tertiary Education Trust Fund (TETFUND) was established by an Act of the National Assembly in June 2011. The Act replaced the Education Tax Fund Act Cap. E4 Laws of the Federation of Nigeria 2004 and Education Tax Fund (Amendment) Act No 17, 2003. Guidelines on assessing TETFUND (2015) asserted that Fund was set up to administer and disburse education tax collections to the Federal and State tertiary educational institutions in Nigeria. The main source of income available to the Fund is the 2% education tax paid from the assessable



profit of companies registered in Nigeria. The levies are collected by the Federal Inland Revenue Service (FIRS).

In recent times, the TETFund, an education friendly agency of the Federal Government of Nigeria has been helping a lot in funding tertiary education in Nigeria. In addition to the massive provision of critical teaching and learning infrastructure and facilities, TETFund is also actively involved in both academic and non-academic staff developments in tertiary institutions. Many Nigerian academic staff members in higher institutions have benefitted from TETFund's sponsorship of assorted staff development programmes including in-service training for post graduate degrees, locally and abroad, local and international conferences, workshops, and so on. Peretomode and Chukwuma (2005) posited that the need for improved productivity has become universally accepted and it depends largely on efficient and effective training of manpower for organizational growth, increased employee motivation, increased employee morale, job satisfaction and so on.

It is understandable that if human resource development is given partial attention in an organization, staff members of such organization must be performing below internationally acceptable standard. Sequel to this, organizational efficiency and effectiveness would be hampered. It therefore becomes very necessary for TETFund and colleges to remain committed to the implementation of manpower development programmes for college staff members, especially the academics, so as to remain abreast of current best international practices that will enhance their productive capacities. In the light of the foregoing, this study examines the Impact of Tertiary Education Trust Funds' Intervention on the Provision of instructional resources in Colleges of Education in North-West Zone, Nigeria.

## **2.0. Objective of the Study**

- i. Find out the impact of Tertiary Education Trust Funds' Intervention on the Provision of Instructional Facilities in Colleges of Education in North-West Zone, Nigeria.



## 2.1. Research Question

- i. What is the impact of Tertiary Education Trust Funds' (TETFund) Intervention on the provision of Instructional facilities in Colleges of Education in North-West Zone, Nigeria?

## 2.2. Null Hypothesis

Ho<sub>1</sub>. There is no significant difference in the opinion of Academic Staff, Management Staff and TETFund officials on the impact of Tertiary Education Trust Fund's Intervention on the Provision of Instructional Facilities in Colleges of Education in North-West Zone, Nigeria.

## 3.0. METHODOLOGY

The design of the study is survey research design. "It is usually employed by collecting data and describing in systematic manner the characteristic features or facts about a given population from a few people or items considered to be representative of the entire group" (Salihu & Adamu 2016). The design is adopted for this study primarily because it is a suitable and efficient way of studying large populations and it also allows only a sample population to be used to represent the entire population.

The population of this study comprised of all academic staff, management staff and TETFund's desk officers in all the 12 public Colleges of Education in North-West Zone of Nigeria as at May, 2021. There are 4,562 academic staff, 72 management staff and 12 TETFund desk officers totalling 4646. This is based on the official data obtained from the Colleges' registry Departments; Personnel Units FCEs/COEs North-West Geopolitical Zone, Nigeria (2021).

The sample size for this study was 355. This includes academic staff, management staff and TETFund's desk officers. The sample size is determined based on Research Advisors (2008) table for sample size selection. It indicated that for a population of 4646 at 95% confidence level and margin error of 5%, 355 are adequate.



However, in order to select the sample from each of the institutions, proportionate simple random sampling technique was used. This is based on the fact that, the institutions selected for the study vary in term of academic staff population and as such, proportionate simple random sampling technique is most preferred in this regard to select the sample from individual institutions in order to take care of the population size difference. According to Langos (2014), proportionate sampling is a sampling technique could be adopted when the population of the study is composed of several subgroups that are vastly different in number.

The data collection instrument for this study is self-developed structured questionnaire called “Impact of Tertiary Education Trust Funds Intervention on Research and Development Questionnaire” (ITETFIRD-Q). Muhammed (2017) define questionnaire as “a method of gathering information from respondents about attitudes, knowledge, beliefs and feelings”. The questionnaire is prepared based on Likert five-point scale. The respondents are expected to react to each item on a five-point scale ranging from Strongly Agree (S.A) 5, Agree (A) 4, Disagree (D) 3, Strongly Disagreed (S.D) 2 and (U.D) 1.

The instrument was duly vetted the by supervisors and other experts from English and Literary Studies and Science Education, Ahmadu Bello University, Zaria.

The questionnaire was subjected to trial testing using 36 respondents from Niger State College of Education, Minna, which is outside the area of this study, but shares the same characteristics with the study population. The decision to use 36 respondents is based on the assertion of Connelly (2008); Treece and Treece (1982) and Salihu (2023) who suggested 10% of the sample size projected for the larger parent study as adequate for pilot testing. Therefore, the 10% of 355 is 35.5, which was rounded up to 36.

The reliability coefficient index of the instrument was ascertained using Cronbach alpha method for determining reliability coefficient. According to Muhammed (2017); Salihu (2023), Cronbach alpha is perhaps the most widely used reliability coefficient. The instrument was





administered once. The study adopted the 0.64 as the minimum threshold for accepting the reliability strength of the instrument as set by Danjuma and Muhammad (2011).

The research question was analyzed using frequency counts; percentage, arithmetic mean and standard deviation to obtain overall average scores. In another vein, Analysis of Variance (ANOVA) was used to test the null hypothesis at 0.05 alpha level of significance. Supporting the appropriateness of statistical tools to be used for this study, Salihu (2023) stated that ANOVA should be used for determining significant difference between mean more than two.

#### 4.0. PRESENTATION OF RESULTS AND DISCUSSIONS

**Research Question:** What is the impact of Tertiary Education Trust Funds (TETFund) Intervention on the provision of Instructional facilities in Colleges of Education in North-West Zone, Nigeria?

**Table 1: Assessment of Impact of TETFund on the Provision of Instructional Facilities**

S/N	Items	SA	A	UD	D	SD	MEAN	STD
1	TETFund constructs classrooms and computers in colleges of education	21	75	154	40	66	2.85	1.1
2	TETFund provides smart boards and libraries in colleges of education	93	99	48	91	25	3.44	1.6
3	TETFund builds laboratories and Internet/ICT in colleges of education	28	69	138	68	53	2.55	1.19
4	TETFund provides chairs and microscopes in colleges of education	110	60	49	99	38	3.28	1.39
5	TETFund provides tables and projectors in colleges of education	33	36	42	63	182	2.53	1.43
6	TETFund procures public address systems in colleges of education	16	51	131	71	87	2.56	1.12
7	TETFund provides audio CD Players and flip charts in colleges of education	91	41	131	77	16	3.55	1.19
8	TETFund provides models and text books in colleges of education	37	18	92	57	152	2.36	1.01
9	TETFund provides stationeries and specimens in colleges of education	88	40	49	134	45	2.56	1.39
10	TETFund provides exercise books and workshops in colleges of education	188	24	32	77	35	3.28	1.49
Aggregate Mean							2.90	

Decision mean=3.00

Source: Author's Analysis (2025).



Result from Table 1 shows the opinions of Academic Staff, Management Staff and TETFund's Desk officer regarding the impact of Tertiary Education Trust Funds (TETFund) Intervention on the provision of Instructional facilities in Colleges of Education in North-West Zone, Nigeria.

The item 7, 2, 4 and 10 had the highest mean response as indicated in Table 1 Item 7 states that 'TETFund provides audio CD Players and flip charts in colleges of education (M=3.55; SD=1.19).' Item 2 also states that 'TETFund provides smart boards and libraries in colleges of education' (M=3.44; SD=1.60). Item 4 states that 'TETFund provides chairs and microscopes in colleges of education' (M=3.28; SD=1.39)' and item 10 states that 'TETFund provides exercise books and workshops in colleges of education (M=3.28; SD=1.49).'

However, Item 1 states that 'TETFund constructs classrooms and computers in colleges of education.' This item has individual mean response of (M: 2.85, SD, 1.10). Further details revealed that 21 and 75 respondents strongly and simply affirmed the assertion while 40 and 66 respondents simply and strongly disagreed with the assertion and 154 respondents were uncertain about it. In addition, Item 2 states that 'TETFund provides smart boards and libraries in colleges of education.' This item has individual mean response of (M: 3.44, SD, 1.60). Further details revealed that 93 and 99 respondents strongly and simply affirmed the assertion while 91 and 25 respondents simply and strongly disagreed with the assertion and 48 respondents were uncertain about it. Also, item 3 stated that 'TETFund builds laboratories and Internet/ICT in colleges of education.' This has the individual mean response of (M: 2.55, SD, 1.19). This includes 28 and 69 that were strongly and simply in support of the assertion as against 68 and 53 respondents that simply and strongly disapproved the assertion. Also a total of 138 respondents were undecided about it.

Moreover, item 4 indicated that 'TETFund provides chairs and microscopes in colleges of education' (M: 3.28, SD, 1.39). This item attracted 110 and 60 respondents who strongly and simply agreed with the assertion as against 99 and 38 respondents that disagreed. Also, 49 respondents were undecided about it. Furthermore, item 5 states that 'TETFund provides tables





and projectors in colleges of education.’ This has attracted a mean response of (M: 2.53, SD, 1.43). It shows that 33 and 36 respondents strongly and simply affirmed the assertion as against 63 and 182 respondents that simply and strongly disagreed with the assertion. There were 42 respondents that are uncertain about it. Furthermore, item 6 states that ‘TETFund procures public address systems in colleges of education.’ This has the attracted the mean response of (M=2.56; SD=1.12). It shows that 16 and 51 respondents strongly and simply agreed with the assertion as against 71 and 87 respondents that simply and strongly disapproved the assertion. There were 131 undecided respondents.

Similarly, item 7 indicated that ‘TETFund provides audio CD Players and flip charts in colleges of education.’ This has the mean response score of (M=3.55; SD=1.19). Further analysis revealed that 91 and 41 respondents strongly and simply agreed with the assertion, 77 and 16 respondents strongly and simply disagreed with assertion while 131 respondents were undecided about it. In addition, item 8 indicated that ‘TETFund provides models and text books in colleges of education.’ This item attracted the mean response rate of (M=2.36; SD=1.01). Further evaluation indicated that 37 and 18 respondents strongly and simply agreed with the assertion as against 57 and 152 respondents that disapproved the assertion. There were 92 undecided responses.

However, item 9 asserts that ‘TETFund provides stationeries and specimens in colleges of education.’ This item attracted a mean response score of (M=2.56; SD=1.39). It revealed that 88 and 40 respondents strongly and simply agreed that TETFund provides stationeries and specimens in colleges of education as against 134 and 45 respondents that simply and strongly disapproved the assertion. In addition, 49 respondents were undecided about it. Also, item 10 indicated that ‘TETFund provides exercise books and workshops in colleges of education.’ This has attracted a mean response score of (M=3.28; SD=1.49). It also shows that 188 and 24 respondents strongly and simply affirmed with the assertion. This was followed by 77 and 35 respondents who on the other hand simply and strongly disapproved the assertion while 32



respondents were uncertain about it. The aggregate mean opinion score of all the items stood at 2.90 and was found to lower than established decision mean of 3.00 signifying negative response by majority of the respondents.

**Null Hypothesis:** There is no significant difference in the opinion of academic staff, management staff and TETFund officials on the impact of Tertiary Education Trust Funds Intervention on the provision of Instructional facilities in Colleges of Education in North-West Zone, Nigeria;

The opinions of academic staff, management staff and TETFund officials on the impact of Tertiary Education Trust Funds Intervention on the provision of Instructional facilities in Colleges of Education in North-West Zone, Nigeria was analysed here. The test of significant difference among the three categories of respondents on the impact of Tertiary Education Trust Funds Intervention on the provision of Instructional facilities in Colleges of Education in North-West Zone, Nigeria was carried out using One-Way Analysis of Variance (ANOVA). The summary of the analysis of variance model is presented in Table 2.

**Table 2: ANOVA Model of Differences in Impact of TETFund Intervention on the Provision of Instructional Facilities**

Source	Sum of Squares	Df	Mean Square	F-value	P-value
Between Groups	1.541	2	0.021		
Within Groups	62.544	329	0.290	2.318	0.532
Total	62.586	331			

(F-critical=2.60,  $P < 0.05$ )

The result in Table 2 revealed that significant difference existed in the opinions of academic staff, management staff and TETFund officials on the impact of Tertiary Education Trust Funds Intervention on the provision of Instructional facilities in Colleges of Education in North-West Zone, Nigeria. The F-value obtained at  $df = 2, 329$ , was 2.318 which was found to be lower than the critical value of (3.00) at the bottom of the table. The p-value obtained was 0.532 which was



greater than the 0.05 alpha level of significance ( $p < 0.05$ ). The mean score for the groups were 2.73, 3.02 and 3.21 for academic staff, management staff and TETFund officials respectively.

The observations from tests conducted for differences among respondents provided sufficient evidence for rejecting the null hypothesis. This result means that the null hypothesis which stated that there is no significant difference in the opinions of academic staff, management staff and TETFund officials on the impact of Tertiary Education Trust Funds Intervention on the provision of Instructional facilities in Colleges of Education in North-West Zone, Nigeria is retained.

#### **4.2. Discussion of Findings**

The found that Tertiary Education Trust Funds Intervention has made considerable impact on the provision of Instructional facilities such as; computers; laptops, desktops Internet connectivity, smart-board, library resources and laboratory equipment, other projects include constructions and rehabilitations of lecture theatres, classrooms, hostels, offices, laboratories, road network and fencing of institutions in different parts of Colleges of Education in North-West Zone, Nigeria.

Nnanna & Abraham (2018) study revealed that TETFund inputs into the universities include well-equipped laboratory; stocked libraries and scholarships for lecturers locally and internationally. Most of the problems militating against research include poor funding, low quality of research output and improper accountability; research brings about innovations in new products; promotes the prosperity of a nation and the well-being of its citizens among others. Ugwuoti, Ikeanumba, Akim, Ugochukwu & Bright (2017) study revealed that TETFund sponsorship has significantly contributed positively in staff development. It was recommended that donor agencies, philanthropists and governments should assist in funding tertiary education in the country. Omobude, Ikhisemojie, Oyetunji & Omorogbe (2016) argues that research activities have been at a low level in Nigerian tertiary institutions and this has led to the decline in the quality of our research infrastructure which is visible through lack of modern scientific laboratories, declining quality of the academia, lack of incentive for publications in conferences



and journals and dearth of funding. The study also elucidated the importance of funding as a key driver for achieving sustainable infrastructural development in Nigerian tertiary institutions.

Muhammad & Bakwai (2015) study concluded that management of higher education in general and university in particular has been bedevilled by inadequate funding. The Paper recommends that universities should be adequately funded and finally good management and accountability in the universities should be ensured.

Ikutal & Edet (2018) indicated that lofty aspiration is no doubt novel especially as the country is rated among the developing nations. Howbeit, the philosophy behind the establishment of TVE is compelling and promises “gold bearing” returns. Yet, recording milestones in this regard is constantly plagued with intense problems, the chief of which is funding. To tackle this pressure point, therefore, Tertiary Education Trust Fund (TETFund) was conceived and established as an intervention agency to break the nation free from the vestiges of moribund edifices for teaching and learning, sorry state of instructional materials and equipment, paucity of research and publications, acute shortage of qualified academic staff among other problems. With these as the identified issues, this paper discusses the establishment and management of TETFund, rationale for its setup, the state of TVE in Nigeria’s tertiary institutions and the challenges of the agency.

## **5.0. CONCLUSION AND RECOMMENDATION**

### **5.1. Conclusion**

In the light of the foregoing, this study concludes that Tertiary Education Trust Funds Intervention has made considerable impact on the provision of Instructional facilities such as; computers; laptops, desktops Internet connectivity, smart-board, library resources and laboratory equipment, other projects include construction and rehabilitations of lecture theatres, classrooms, hostels, offices, laboratories, road network and fencing of institutions in different parts of Colleges of Education in North-West Zone, Nigeria.



## 5.2. Recommendation

This study recommends that the TETFund and beneficiary institutions should make sure that they assign their projects to only contractors who are certified to be honest and competent and the monitoring team should be at work always to make sure that they evaluate the project at close interval.

## Competing Interest

The authors declared that no conflicting interest exist in this paper.

## REFERENCES

- Abdullahi, B. I. (2021). Impact of TETFund intervention on quality and relevance of research development in tertiary institutions in North Central Nigeria. *Journal of Science Technology and Education*, 9(1), 117 – 125.
- Aminu, K. E. & Aminu, A. A. (2018). Effect of Tertiary Education Trust Fund (TETFUND) intervention on the performance of academic staff of Ramat Polytechnic Maiduguri, Borno State, Nigeria: 2<sup>nd</sup> International Conference on Multi-disciplinary Research (ICMR), Mahratta Chamber of Commerce, Industries and Agriculture, Pune (India).08 – 09 September, 2018. [www.conferenceworld.in](http://www.conferenceworld.in)
- Anaehobi, E. S. & Agim E. C. (2019). TETFund intervention and development of university libraries in South- East, Nigeria. *Library and Information Perspectives and Research*, 1, 50 – 58
- Bogoro, S. E. (2019). TETFund and the development of tertiary education in Nigeria: Strategies, performance and challenges. A paper presented by the Executive secretary, TETFUND, at the institute for security studies, Bwari, Federal Capital Territory, Abuja, Nigeria on 17th May 2019.
- Connelly, L. M. (2008). Pilot studies. *Medsurg Nursing*, 17(6), 411-2.



- Danjuma, A.M. and Muhammad, I. (2011). *Statistics in educational research*. Zaria. A.B.U Press Limited.
- Harbison, F.H. & Myers, G.A. (1964). Education, manpower and economic growth: Strategies for human resources development. New York. McGrawHill.  
<http://education.stateuniversity.com/pages/2015/government-Education-changingRole-tml>.
- Ikutal, A. & Edet D. A. (2018). Tertiary Education Trust Fund (Tetfund) and the renaissance of quality technical and vocational education in Nigeria: An exception survey. *International Journal of Vocational and Technical Education Research*. Vol.4, No.3, pp.38-48, Published by European Centre for Research Training and Development UK ([www.eajournals.org](http://www.eajournals.org))
- Muhammed, A. (2017). Evaluation of availability, organization and utilization of multimedia resources for teaching social studies in Colleges of Education in North-Central Zone, Nigeria. Doctoral Thesis, Ahmadu Bello University, Zaria-Nigeria.
- Muhammad, U. & Bakwai, B. (2015). Enhancing funding of university in Nigeria. Studies in Educational Planning and Administration (SEPA). *Journal of the National Institute for Educational Planning and Administration (NIEPA-Nigeria)*, 5(1), 184-198. ISSN: 1119-3239.
- National Universities Commission (NUC) (2014). List of Nigerian universities. Retrieved from [www.nuc.edu.ng](http://www.nuc.edu.ng). July 18th 2020.
- Nnanna, O. & Abraham, N. M. (2018). Tertiary Education Trust Fund Inputs to Research in Universities in South East, Nigeria; *African Journal of Educational Research and Development (AJERD)* 11(1), September 2018
- Omobude, I. F, Ikhisemogie T. O, Oyetunji, A. K, Omorogbe, H. (2016) Sustainable infrastructural delivery in Nigerian Higher institutions through tertiary education trust Fund interventions: the UNIBEN experience. Lancaster University. Publication at: <https://www.researchgate.net/publication/313863719>
- Orji, F.O.(2014). Youths, the light to better leadership. Radiant Magazine. pp: 1-3.
- Peretomode, V. & Chukwuma, R. (2005). Manpower development and lecturers productivity in tertiary institutions in Nigeria. *GYANODAYA-The Journal of Progressive Education*, 5(1): 18-28.
- Research Advisors (2008). Required Sample Size. Research Advisors





- Salihu, J.J. (2023). Assessment of lecturers' awareness, access, integration and attitude toward e-resources for implementation of nigeria certificate in education social studies curriculum in Nigeria. Doctoral Thesis, Ahmadu Bello University, Zaria-Nigeria.
- TETFund (2020). Guidelines for higher education book development: Second Edition. Abuja Tertiary Education Trust Fund (TETFund)
- TETFund (2015). *Guidelines for accessing TETFund intervention funds*. Abuja: TETFund.
- Treece, E. W., & Treece, J. W. (1982). *Elements of research in nursing* (3rd ed.). St. Louis, MO: Mosby.
- Ugwuoti, O.I, Ikeanumba, O.M, Akim, D.I, Ugochukwu, M.G & A.H. Bright (2017). Impact of tertiary education trust fund (TETFund) sponsorship in training of science teachers from south east Nigeria; *Journal of Education and Leadership Development*, 9(1),26-31..[www.cenresinpub.com](http://www.cenresinpub.com)