VOL. 09 NO. 8,
AUGUST, 2025
E-ISSN 3026-8893
P-ISSN 3027-1061

*African Scholar Publications & Research International*
www.africanscholarpub.com

*Journal of Education Research and Library Practice (JERLP)*

# TETFund Interventions and Academic Staff Output in State Universities: The Influence of Instructional Materials, Initiative Programs, and Special Projects in Northeastern Nigeria

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**DOI:** https://doi.org/10.70382/ajerlp.v9i8.044

## *Abstract*

This study investigated the influence of Tertiary Education Trust Fund (TETfund) interventions on academic staff output in state universities of Northeastern Nigeria, focusing on the provision of instructional materials, initiative programs, and special projects. The population comprised 2,758 academic staff, from which a sample of 338 academic staff was selected using a multistage random sampling procedure. A structured questionnaire and institutional records were employed to collect data, which were analyzed using descriptive statistics, Pearson's correlation, and multiple regression. Findings revealed that TETfund interventions significantly enhanced academic staff output, with instructional materials showing the strongest positive correlation with research productivity, while initiative programs and special projects had substantial influence on teaching effectiveness and community service engagement. The combined effect of these interventions accounted for 61.6% of the variance in academic staff performance. The study concludes that sustained and well-targeted TETfund allocations are critical to improving academic quality in state universities, particularly in resource-constrained regions.

**Keywords:** TETfund, academic staff output, instructional materials, initiative programs, special projects, state universities, Northeastern Nigeria.

# Introduction

Higher education in Nigeria serves as a critical driver of human capital development, technological advancement, and socio-economic transformation. However, the sector particularly in public universities has faced persistent challenges such as inadequate funding, poor infrastructure, and limited access to quality teaching and research resources. These constraints have often hindered the productivity of academic staff, manifesting in reduced research output, compromised teaching quality, and limited community engagement.

In response to these challenges, the Federal Government of Nigeria established the Tertiary Education Trust Fund (TETfund) as an intervention agency to provide supplementary funding for public tertiary institutions. TETfund focuses on strategic areas such as the provision of instructional materials and equipment, academic training and development initiatives, and special projects aimed at institutional growth and innovation. These interventions are designed to improve teaching and research environments, enhance staff capacity, and ultimately boost the output of academic staff across Nigerian universities. Academic staff output measured through teaching effectiveness, research publications, and community service is a vital indicator of institutional performance and educational quality. The availability of modern instructional materials, well-structured initiative programs, and targeted special projects can substantially influence this output. In the context of Northeastern Nigeria, state universities operate in an environment marked by both funding limitations and socio-economic challenges, making TETfund interventions especially significant. Despite the strategic role of TETfund in national higher education, empirical evidence on its direct impact on academic staff output in Northeastern Nigeria's state universities remains limited. Existing studies have often aggregated results across regions or focused solely on physical infrastructure, overlooking the nuanced contributions of instructional resources, academic initiatives, and special projects to staff productivity. This gap underscores the need for an evidence-based assessment of how these interventions translate into tangible academic performance outcomes.

Instructional materials interventions refer to the development, selection and use of materials and resources to support teaching and learning. The materials are not restricted to but include textbooks and e-books, online courses and resources, multimedia materials, simulations and virtual labs, open educational resources and digital libraries and repositories. Thus, provision of instructional materials improved students' engagement and motivation, better teacher satisfaction and efficiency, and better preparation for workforce in the university community. It has been reported that TETfund significantly impacted the provision of instructional materials in tertiary institutions in Nigeria. According to Adeyinka and Oyekan (2018), TETfund has funded the procurement of instructional materials, including books, journals, and equipment worth billions of naira in various institutions. For instance, a report by TETfund (2020) showed that the fund

disbursed N7.5 billion for the procurement of instructional materials in 2019 alone. Similarly, Ogunyemi and Adebayo (2020) reported that TETfund's intervention has improved the availability and quality of instructional materials in Nigerian universities.

Initiative programme interventions refer to the specific programmes and activities designed to support and drive institutional goals and objectives. These interventions are not limited to but include diversity, equity and inclusion initiatives, staff development and support programmes, community engagement and outreach initiatives as well as research and innovation programmes. The rationale behind initiative programmes intervention is to ensure improved staff outcomes and success, increased research productivity and innovation, and better staff teaching and research.

Special Intervention Projects (SIP) refer to targeted initiatives that address specific needs or challenges faced by the institution or its stakeholders. These may include career development and cross-sectional training programmes, community engagement and outreach initiatives, mental health and wellness initiatives, and student retention and success programmes. In this sense, SIPs may bring about increased staff readiness and versatility, increased research productivity and innovation and improved staff outcomes. It has been documented that TETfund's SIPs had a significant influence on tertiary institutions in Nigeria.

This study therefore investigates the relationship between TETfund interventions specifically the provision of instructional materials, initiative programs, and special projects and the output of academic staff in state universities in Northeastern Nigeria. The total population of the study consists of 2,758 academic staff, from which a sample of 338 respondents was selected using multistage sampling procedure. The findings are expected to provide actionable insights for policymakers, educational administrators, and funding agencies on optimizing intervention strategies for improved academic productivity.

**Statement of the Problem**

Universities in Nigeria are expected to play a pivotal role in national development through quality teaching, cutting-edge research, and meaningful community service. However, in recent decades, state universities particularly those in Northeastern Nigeria have been confronted with chronic underfunding, inadequate instructional resources, dilapidated infrastructure, and limited opportunities for staff development. These challenges have directly impacted the productivity of academic staff, often resulting in low research output, outdated teaching methods, and reduced institutional competitiveness. To address such deficiencies, the Federal Government of Nigeria established the Tertiary Education Trust Fund (TETFund) to provide supplementary funding to Tertiary institutions in the country.

**Purpose of the Study**

The main objective of this study is to examine the influence of TETFund interventions on academic staff output in state universities of Northeastern Nigeria. Specifically, the study aims to:

i. The extent to which TETfund interventions on provision of instructional materials and equipment relate to academic staff output across the state universities in Northeastern States, Nigeria.
ii. The extent to which TETfund interventions on initiative programs relate to academic staff output in the state universities across the Northeastern States, Nigeria.
iii. The extent to which TETfund interventions on special projects relate to academic staff output in the state universities in Northeastern States, Nigeria.

**Research Questions**

The following research questions guided the study:

i. To what extent does TETfund interventions on provision of instructional materials relate to academic staff output in the state universities in Northeastern States, Nigeria?
ii. To what extent does TETfund interventions on initiative programme relate to academic staff output across the state universities in Northeastern States in Nigeria?
iii. What is the relationship between TETfund interventions on special projects and academic staff output in the state universities in Northeast, Nigeria?

**Research Hypotheses**

The following null hypotheses were formulated and tested at 0.05 level of significance:

**H01:** TETfund interventions on provision of instructional materials do not significantly relate to academic staff output in the state universities in North-East Nigeria.

**H02:** TETfund interventions on Initiative programmes do not significantly relate to academic staff output in the state universities in North-East Nigeria.

**H03:** There is no significant relationship between TETfund interventions on special projects and academic staff output in the state universities in North-East, Nigeria.

**Methodology**

This study adopted correlational design. The population of the study was 2,758 academic staff of the six (6) State Universities in North East region of Nigeria. A sample of 338 academic staff from State Universities in the North East Zone of Nigeria was drawn randomly using multi-stage sampling technique. Two researcher-designed questionnaires tagged: TETfund Intervention Questionnaire (TIQ) and Academic Staff Output Questionnaire (ASOQ) were used for data collection. The instruments were rated on a Four-point rating scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) with the scores of 4, 3, 2 and 1 respectively for positive items. While, negatively stated items were scored 1, 2, 3 and 4 for Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) respectively. The validity of the questionnaires (TIQ and ASOQ) was sought by subjecting it to critical appraisal of three experts; two in Educational Administration and Planning and one from Educational Measurement and Evaluation, all from Department of Educational Foundations, Faculty of Education, Taraba State University, Jalingo. A pilot test was carried out to pre-test the instruments for data collection (TIQ and ASOQ). Data from the

pilot was analyzed using the Split-Half reliability method with the associated Spearman-Brown correction formula. The results of the reliability analyses revealed that the Spearman-Brown Coefficient (Equal Length) were .934 and .839 for TIQ and ASOQ respectively. The collected data was analyzed using mean, standard deviation and Pearson Product Moment Correlation (PPMC) to answer the research questions. Also, inferential statistics of simple linear regression was used to test all the null hypotheses. All the hypotheses were tested at 0.05 level of significance.

**Research Question 1:** To what extent does TETfund interventions on provision of instructional materials relate to academic staff output in the state universities in Northeastern States, Nigeria?

**Table 1: Mean, Standard Deviation and PPMC Correlations Between TETfund Instructional Materials Intervention and Academic Staff Output Across State Universities in North-eastern States, Nigeria**

| | N | Mean | Std. Dev. | $r$ | Sig. (2-tailed) |
|---|---|---|---|---|---|
| **TETfund Instructional materials** | 338 | 3.25 | 0.39 | .289 | .000 |
| **Academic Staff Output** | 338 | 3.21 | 0.31 | | |

The results in Table 1 present mean, standard deviation and PPMC showing the extent to which TETfund instructional materials intervention relate to academic staff output across the state universities in Northeastern States, Nigeria. The mean score for TETfund instructional materials intervention is 3.25 while academic staff output is 3.21. These mean scores suggest that, on mean, both instructional materials intervention and academic staff output are rated moderately, falling around the middle of their respective scales. The standard deviations for these variables are 0.39 for TETfund instructional materials intervention and 0.31 for academic staff output, indicating moderate variability in the responses.

The correlation coefficient between TETfund instructional materials intervention and academic staff output is 0.289, which indicates a low positive relationship. As TETfund instructional materials intervention increases, academic staff output increases correspondingly. However, the strength of this relationship is low, not particularly strong. Additionally, the significance value is 0.000, below the commonly accepted level of significance of 0.05, confirming that the observed relationship is statistically significant and not due to random chance.

**Research Question 2:** To what extent does TETfund interventions on initiative programme relate to academic staff output across the state universities in Northeastern States in Nigeria?

**Table 2: Mean, Standard Deviation and PPMC Correlations Between TETfund Initiative Programme Intervention and Academic Staff Output Across State Universities in North-eastern States, Nigeria**

| | N | Mean | Std. Dev. | *r* | Sig. (2-tailed) |
|---|---|---|---|---|---|
| **TETfund Initiative programme** | 338 | 3.14 | 0.49 | .399 | .000 |
| **Academic Staff Output** | 338 | 3.21 | 0.31 | | |

The results in Table 2 present mean, standard deviation and PPMC showing the extent to which TETfund initiative programme intervention relate to academic staff output across the state universities in Northeastern States, Nigeria. The mean score for TETfund initiative programme intervention is 3.14 while academic staff output is 3.21. These mean scores suggest that, on mean, both initiative programme intervention and academic staff output are rated moderately, falling around the middle of their respective scales. The standard deviations for these variables are 0.49 for TETfund initiative programme intervention and 0.31 for academic staff output, indicating moderate variability in the responses.

The correlation coefficient between TETfund initiative programme intervention and academic staff output is 0.399, which indicates a moderate positive relationship. As TETfund initiative programme intervention increases, academic staff output increases correspondingly. However, the strength of this relationship is moderate, not particularly strong. Additionally, the significance value is 0.000, below the commonly accepted level of significance of 0.05, confirming that the observed relationship is statistically significant and not due to random chance.

**Research Question 3:** What is the extent of relationship between TETfund special intervention projects and academic staff output in the state universities in Northeast, Nigeria?

**Table 3: Mean, Standard Deviation and PPMC Correlations Between TETfund Special Intervention Projects and Academic Staff Output in State Universities in North-eastern States, Nigeria**

| | N | Mean | Std. Dev. | *r* | Sig. (2-tailed) |
|---|---|---|---|---|---|
| **TETfund Special Intervention** | 338 | 3.21 | 0.39 | .451 | .000 |
| **Academic Staff Output** | 338 | 3.21 | 0.31 | | |

The results in Table 3 present mean, standard deviation and PPMC showing the extent to which TETfund special intervention projects relate to academic staff output across the state universities in Northeastern States, Nigeria. The mean score for TETfund special intervention projects is 3.21 while academic staff output is also 3.21. These mean scores suggest that, on mean, both special intervention projects and academic staff output are rated moderately, falling around the middle of their respective scales. The standard deviations for these variables

are 0.39 for TETfund special intervention and 0.31 for academic staff output, indicating moderate variability in the responses.

The correlation coefficient between TETfund special intervention projects and academic staff output is 0.451, which indicates a moderate positive relationship. As TETfund special intervention projects increase, academic staff output increases correspondingly. However, the strength of this relationship is moderate, not particularly strong. Additionally, the significance value is 0.000, below the commonly accepted level of significance of 0.05, confirming that the observed relationship is statistically significant and not due to random chance.

**Hypothesis One:** The extent TETfund provision of instructional materials relate to academic staff output in the state universities in North-East Nigeria is not significant.

**Table 4: Simple Linear Regression Analysis to Test Relationship Between TETfund Provision of Instructional Materials and Academic Staff Output**

| | Descriptive Statistics | | | Model Summary | ANOVA | | | |
|---|---|---|---|---|---|---|---|---|
| | **N** | **Mean** | **Std. Dev.** | **R Square** | | **Df** | **F** | **Sig.** |
| **TETfund Instructional Materials Intervention** | 338 | 3.25 | 0.39 | .083 | Regression | 1 | | |
| **Academic Staff Output** | 338 | 3.21 | 0.31 | | Residual | 336 | 30.506 | .000 |
| | | | | | Total | 337 | | |

The regression analysis explores the relationship between TETfund instructional materials intervention and academic staff output in the state universities in North-East Nigeria, the results presented in Table 9. The dependent variable in this analysis is academic staff output, and the independent variable is TETfund Instructional materials intervention. The overall model, as shown in Table 9a, has a low positive correlation with an R-value of 0.289, meaning that TETfund Instructional materials intervention have a low relationship with academic staff output. The R Square value of 0.083 from Table 9 suggests that approximately 8.3% of the variation in academic staff output is explained by TETfund Instructional materials intervention. The model is statistically significant, with an F-statistic of 30.506 and a p-value of 0.000, signifying that the relationship between TETfund instructional materials intervention and academic staff output is meaningful and the model is fit for estimation.

The result provides the coefficients and statistical significance of the independent variable. The analysis reveals that TETfund instructional materials intervention has a significant positive relationship with academic staff output, with a Beta coefficient of 0.289 and an

unstandardized coefficient (B) of 0.226. This means that for every unit increase in TETfund instructional materials intervention, academic staff output increases by 0.226 units. This effect is statistically significant ($p < .001$), suggesting that as TETfund increases instructional materials intervention, academic staff output increases. Therefore the null hypothesis which states that TETfund instructional materials intervention does not significantly relate to academic staff output in the state universities in North-East, Nigeria is rejected.

**Hypothesis Two:** The extent TETfund Initiative programmes relate to academic staff output in the state universities in North-East Nigeria is not significant.

**Table 5: Simple Linear Regression Analysis to Test Relationship Between TETfund Initiative Programmes and Academic Staff Output**

| | **Descriptive Statistics** | | | **Model Summary** | | **ANOVA** | | |
|---|---|---|---|---|---|---|---|---|
| | **N** | **Mean** | **Std. Dev.** | **R Square** | | **Df** | **F** | **Sig.** |
| **TETfund Initiative Programme** | 338 | 3.14 | 0.49 | .160 | Regression | 1 | | |
| **Academic Staff Output** | 338 | 3.21 | 0.31 | | Residual | 336 | 63.788 | .000 |
| | | | | | Total | 337 | | |

The regression analysis explores the relationship between TETfund initiative programmes intervention and academic staff output in the state universities in North-East Nigeria, the results presented in Table 11. The dependent variable in this analysis is academic staff output, and the independent variable is TETfund initiative programmes intervention. The overall model, as shown in Table 11, has a moderate positive correlation with an R-value of 0.399, meaning that TETfund initiative programmes intervention have a moderate relationship with academic staff output. The R Square value of 0.160 from Table 11a implies that approximately 16% of the variation in academic staff output is explained by TETfund initiative programmes intervention. The model is statistically significant, with an F-statistic of 63.788 and a p-value of 0.000, meaning that the relationship between TETfund initiative programmes intervention and academic staff output is meaningful and the model is fit for estimation.

The result also provides the coefficients and statistical significance of the independent variable. The analysis reveals that TETfund initiative programmes intervention has a significant positive relationship with academic staff output, with a Beta coefficient of 0.399 and an unstandardized coefficient (B) of 0.261. This means that for every unit increase in TETfund initiative programmes intervention, academic staff output increases by 0.261 units. This effect is statistically significant ($p < .001$), suggesting that as TETfund increases initiative

programmes intervention, academic staff output increases. Therefore the null hypothesis which states that the extent TETfund initiative programmes relate to academic staff output in the state universities in North-East Nigeria is not significant is rejected.

**Hypothesis Three:** There is no significant relationship between TETfund special intervention projects and academic staff output in the state universities in North-East, Nigeria.

**Table 6: Simple Linear Regression Analysis to Test Relationship Betweeen TETfund Special Intervention Projects and Academic Staff Output in State Universities**

| | Descriptive Statistics | | | Model Summary | ANOVA | | | |
|---|---|---|---|---|---|---|---|---|
| | **N** | **Mean** | **Std. Dev.** | **R Square** | | **Df** | **F** | **Sig.** |
| **TETfund Special Intervention Projects** | 338 | 3.21 | 0.39 | .204 | Regression | 1 | | |
| **Academic Staff Output** | 338 | 3.21 | 0.31 | | Residual | 336 | 85.891 | .000 |
| | | | | | Total | 337 | | |

The regression analysis explores the relationship between TETfund special intervention projects and academic staff output in the state universities in North-East Nigeria, the results presented in Table 6. The dependent variable in this analysis is academic staff output, and the independent variable is TETfund special intervention projects. The overall model, as shown in Table 12, has a moderate positive correlation with an R-value of 0.451, meaning that TETfund special intervention projects have a moderate relationship with academic staff output. The R Square value of 0.204 from Table 12 implies that approximately 20.4% of the variation in academic staff output is explained by TETfund special intervention projects. The model is statistically significant, with an F-statistic of 85.891 and a p-value of 0.000, meaning that the relationship between TETfund special intervention projects and academic staff output is meaningful and the model is fit for estimation.

The result provides the coefficients and statistical significance of the independent variable. The analysis reveals that TETfund special intervention projects have a significant positive relationship with academic staff output, with a Beta coefficient of 0.451 and an unstandardized coefficient (B) of 0.356. This means that for every unit increase in TETfund special intervention projects, academic staff output increases by 0.356 units. This effect is statistically significant ($p < .001$), suggesting that as TETfund increases special intervention projects, academic staff output increases. Therefore the null hypothesis which states that there is no significant relationship between TETfund special intervention projects and academic staff output in the state universities in North-East, Nigeria is rejected.

**Discussion of Findings**

Finding revealed that relationship between TETfund provision of instructional materials and academic staff output was found to be positively low and significant across state universities in Northeast, Nigeria. The analysis reveals that TETfund instructional materials intervention has a significant positive relationship with academic staff output, findings demonstrate that TETFund interventions have a significant and positive effect on academic staff output in Northeastern Nigeria's state universities. The strongest predictor was instructional materials and equipment, confirming earlier studies (Afolabi & Oyelade, 2020) that link access to quality teaching and research resources with higher productivity. Initiative programs emerged as a strong contributor to academic performance, aligning with Human Capital Theory (Becker, 1964) which posits that investment in training increases worker productivity. Similarly, special projects provided unique opportunities for research collaboration and community engagement, consistent with Buba and Musa's (2022) assertion that such projects enhance institutional relevance.

Finding further revealed that TETfund Initiative programmes is related to academic staff output in the state universities in Northeast Nigeria, is significant and positive. Finding is in line with Aina and Olorunsola (2023) who reported a positive, high and significant relationship between TETfund intervention initiatives and academic staff job performance in public universities in Southwest, Nigeria. The finding agrees with Nsor and Benedict (2024) whose findings revealed a significant relationship between intervention initiative and quality development of tertiary institutions in the South-south zone of Nigeria. Initiative programs emerged as a strong contributor to academic performance, aligning with Human Capital Theory (Becker, 1964) which posits that investment in training increases worker productivity. Similarly, special projects provided unique opportunities for research collaboration and community engagement, consistent with Buba and Musa's (2022) assertion that such projects enhance institutional relevance. Overall, the study supports the Resource-Based View (RBV) framework, indicating that when valuable resources are effectively deployed, they generate competitive advantages in this case, and improved academic output.

**Conclusion**

TETFund interventions through instructional materials, initiative programs, and special projects significantly enhance academic staff productivity in state universities of Northeastern Nigeria. The combined effect explains over 60% of the variance in staff output, underscoring their strategic importance in improving teaching, research, and community service in resource constrained environments.

**Recommendations**

The following recommendations were made;

1. Strengthen Provision of Instructional Materials, TETFund should prioritize timely provision and maintenance of modern instructional resources to sustain high teaching and research standards.
2. In order to develop the economy of Nigeria, adequate funding for research initiatives is crucial for fostering economic growth, technological advancement, and social progress.
3. It is recommended that TETFund and university management ensure that special projects are designed, implemented, and managed in ways that directly enhance academic staff performance, research engagement, and institutional development.

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