



APPRAISAL OF TETFUND INTERVENTION ON HUMAN RESOURCES AS CORRELATE OF INFRASTRUCTURAL DEVELOPMENT OF TERTIARY INSTITUTIONS IN IMO STATE.

Rita Chigozie Osuala¹, Racheal Ukachi Urenyere¹, Okoiye Ojaga Emmanuel¹, Camillus Ugochukwu Ekeh²

¹*Faculty of Education, Alvan Ikoku Federal University of Education, Owerri*

²*Faculty of Education, Imo State University, Owerri*

Abstract

In this study, the researchers investigated TETFund intervention on human resources as correlate of infrastructural development in tertiary institution in Imo State. Two research questions and two hypotheses were formulated and tested using simple linear approach at 0.05 level of significance. The design adopted was correlation research design. The population consist of three thousand three hundred and sixty-four (3,364) lecturers from the seven state and Federal owned tertiary institutions in Imo State, the sample was three hundred and thirty-six (336) lecturers which is 10% of the population drawn through cluster and proportionate random sampling techniques. The instruments are two rating scales titled "Tertiary Education Trust Fund Scale (TETFS) and Infrastructural Development Scale (IDS). The instruments were validated by two Measurement and Evaluation experts and reliability established to be 0.76 and 0.74 for TETFS and IDS respectively using crombach alpha statistics. Pearson product moment correlation coefficient (Pearson r) statistics was used to test the hypotheses at 0.05 level of significance. Findings showed that both provision of research/publication and academic staff training have moderate, positive and significance relationship with infrastructural development in tertiary institutions in Imo State. It was recommended among others that government should continue to encourage and support research activities, staff training and infrastructural development through TETFund intervention.

Keywords: Appraisal, Tertiary Education Trust Fund (TETFund), Tertiary Education, human Resources, Infrastructural Development.

Introduction

Tertiary education is an institution of higher learning, where people's minds are trained for clear thinking, for independent thinking, for analysis and for problem solving at the highest level. The importance of tertiary education to the construction of a knowledgebased economy and society cannot be overemphasized (Olowe & Kutelu, 2014). Its importance in a developing country such as Nigeria cannot be neglected. This is due to the fact that the overall growth and development of the nation is hinged upon the success of the educational sector. The educational sector all over the world plays a key role in providing the needed balance in the form of skilled manpower, inculcation of acceptable societal norm, developing techniques and methodologies that are required for the nation to thrive.

However, the basic resources needed to provide quality service delivery in the nation through the educational system are usually in short supply. Since the overall development of the nation is anchored on the development of tertiary education, all efforts need to be made to ensure that these institutions survive in all of their endeavors.

It is based on this premise that various organizations and agencies have been set up to see to the overall management, provision of fund, control and monitoring of these institutions (Akele, 2013). This is to enable them contribute and enhance the economic position of the nation. In order to redeem the image or lost glory of tertiary institutions, monitoring agencies are employed to intervene, fund and revamp the tertiary institutions vis-à-vis position the nation on the path of development via the efficiency and effectiveness of these tertiary institutions. One of these organizations and agencies is Tertiary Education Trust Fund (TETFund). Tertiary Education Trust Fund (TETFund) was established as an Intervention Agency under the Education Tax Act No. 7 of 1993 to take charge of tax fund in providing essential services to tertiary institutions. Tertiary Education Trust Fund Act, 2011 repeals the Education Tax Act which was charged with the responsibility for managing, disbursing and monitoring the education tax to public tertiary institutions in Nigeria by imposing a two percent (2%) Education Tax on the assessable profit of all registered companies in Nigeria (Udu & Nkwede, 2014). Education Trust Fund (ETF) was replaced by TETFUND as a result of Federal Government funding and take-over of basic education in Nigeria. The major mandate of the fund as provided in section 7(1) (a) to (e) of the TETFund Act, 2011 is to administer and disburse the amount in the fund to Federal and State tertiary educational institutions, specifically for the provision and maintenance of human development such as:

1. Research and publication;
2. Academic Staff Training and Development;

Any other need which, in the opinion of the Board of Trustees, is critical and essential for the improvement of quality and maintenance of standards in the higher educational institutions (<http://tetfund.gov.ng>, Saturday, February 1, 2015).

Other mandates of TETFund include, generation of fund that will help to support tertiary education, by providing scholarship and grants for students, to strengthen and diversify the economic base of higher institutions in Nigeria and also redirecting their resources towards improving the quality of higher education through proper funding. The Tertiary Education Trust Fund (TETFund) therefore, as one of the intervention agencies of the government has been established with the responsibility of seeing to the survival of the tertiary education system. The intervention funds can easily be accessed by guidelines established by the Board of Trustees of the Fund in line with its enabling Act. The

guideline consists of the requirement that should mandatorily be met in order to qualify as a beneficiary of the fund on one hand and the conditionalities for 'accessing the intervention fund once enlisted as beneficiary (TETFund, 2014). For an institution to benefit from TETFund, it must be enlisted by approval of the Board of Trustees of TETFund to qualify as a beneficiary of TETFund intervention funds. To be enlisted as a TETFund beneficiary, the following must be fulfilled by prospective institutions (TETFund, 2014:11):

- i. The prospective beneficiary must be a Public Tertiary Institution, that is, Federal or State University, Polytechnic and College of Education (COE).
- ii. The institution must be recognized by the relevant regulatory body — NUC, NBTE or NCCE as the case may be and evidence of this should be available both with the institution and the regulatory body for citing.
- iii. The institution must have been established by law via an Act of Parliament or Edict of the State House of Assembly and signed into law by the President or State Governor, as the case may be.
- iv. Academic activities, that is, Student Admission, teaching and learning. must have commenced at the institution.
- v. The prospective institution shall formally apply to the Fund to be enlisted as a beneficiary of the Fund.
- vi. TETFund shall visit to verify that academic activities have commenced and thereafter recommend to the Board of Trustees for enlistment as a beneficiary.
- vii. Following approval by the Board of Trustees, the institution shall be enlisted and formally notified (p.11).

In the face of human development inadequacies in the nation's tertiary institutions, the standard of teaching, learning, research and community development has continually been threatened with poor provision of resources. Appraisal therefore is the act of evaluating or judging the value, quality or importance of something which may be in form of job/performance appraisal, value appraisal and general use appraisal (Ihekweba & Osuala, 2022).

Based on the mandate of TETFund, Okereke (2015) stresses that the use of adequate and quality resources aid effective teaching and learning process in tertiary institutions. Infrastructures as parts of the resources and facilities which aid the effectiveness and quality of teaching and learning process have great potentials for knowledge dissemination, effective learning, and the development of more efficient and effective educational services. The provision of requisite facilities in tertiary institutions would be a powerful way to contribute to educational change, better prepared students, improvement in learning outcomes and competencies of - learners, as well as equipping students with survival skills in the world of work.

It is expected that TETFund interventions to be in the areas of research grant; academic staff training and development; publication of journal, manuscript development; and conference attendance. In addition to the foregoing, the TETFund should also sponsor academic and non-teaching staff of the tertiary institutions to national and international conferences and seminars. Hence, the area of interest for such sponsorship is for human resource/capacity development (Udu & Nkwede, 2014). Regrettably, research in Nigerian tertiary institutions is not given the priority it deserves because of poor funding of the education sector. Akpan, Archibong and Undie (2014) points out that research is not well funded so as to have the impact it should. Funding of tertiary institutions generally and research in particular is inadequate.

As part of the responsibilities of TETFund, they provide fund for academic staff to embark on in service training and development by sponsoring their further training in various academic fields, both local and international (Eze, 2014). In tertiary institutions in Imo States, participation in *staff* training and

development is open to all both male and female academic staff. However, access to it may be hindered or delayed due to certain factors specific to a particular group of people. Furthermore, training and qualification, subsequent research and development determine the mobility of the academic staff in the higher institutions and so level of mobility of academic staff has to do with their previous ranks and how the staff development training has led to their mobility on the job in form of promotion or improvement. Since the enactment of the TETFund Acts in 2011 and its subsequent implementations, there is no certainty as to how far the fund has impacted infrastructural development in the Nigerian tertiary institutions.

Infrastructural development is a critical aspect of societal progress, influencing economic performance, social equity and the overall quality of life, it requires strategic planning, investment, and effective management to meet the needs of both current and future generations. The importance of infrastructural development in the implementation of any educational policy of a country cannot be overemphasized as human capital utilization can only succeed where appropriate human development and facilities are readily available.

Infrastructural development in education may encourage new investment and research in the institution. Human resources refers to the department or function within an organization that is responsible for managing the workforce. This includes a wide range of activities related to recruiting, hiring, training and developing employees as well as managing employee benefits. Some empirical study include: Onwuchekwa (2016) investigated the Influence of TETFUND Intervention Fund to Educational Research in Nigerian Universities. Descriptive survey method was adopted. The target population was 6,939 lecturers in South East Universities. Stratified simple random technique was used. The sample size was 386. One research question and one hypothesis guided the study. The questionnaire adopted was four point Likert scale. The instrument was validated and the reliability coefficient was determined using Cronbach's Alpha technique which yielded 0.965. The hypothesis was tested with oneway ANOVA and Minitab software techniques at 0.05 level of significance and 14 degrees of freedom. The findings showed that TETFUND intervention fund to a high extent has no significant influence on educational research in Universities in South East, Nigeria.

Anderibon and Enoch (2017) carried out a study titled: the impact of external fund interventions on tertiary institution's staff development in Nigeria. A case study of selected tertiary institutions in Yola metropolis. The study evaluated the impact of TETFund on tertiary institution's staff development with a particular interest in Federal University of Technology Yola, Federal College of Education Yola and Adamawa state Polytechnic Yola. Using descriptive and analytical method of analysis mainly simple percentage, mean score and chi-square statistics, the study made use of primary data obtained using questionnaires. The findings revealed that TETFund had positive significant impacts on the development of tertiary institution's staffs. Based on the findings, the research recommends among others, that more awareness should be made to tertiary institutions staff on TETFund staff development programmes. Fund made for staff development by TETFund should be release to every staff that has met the requirement and that the government should ensure the sustainability of TETFund by formulating policies, activities and programmes that would ensure its continuity.

Other researchers Uzochukwu, Orogbu and Ogbodo (2016) carried out a study titled "TETFund intervention programmes and academic staff development in South east Nigeria. An attempt to determine the extent to which universities in Southeast have been able to access and utilize funds allocated to them by this agency with respect to training of academic staff overseas. A survey design was adopted and a correlation coefficient was used for analysis.

Findings revealed significant positive relationship between TETFund interventional training programmes and academic staff advancement development in the universities. It also revealed that

funds allocated to these universities overtimes were under accessed due to their inability to meet conditions.

Also Akpan, Archibong and Undie (2014) investigated the source of research funding available to lecturers in Nigerian universities and revealed that research faces challenges related to inadequate funding. Results showed self-funding as major source of research funding in Nigerian universities. Also, a greater percentage of lecturers 246 (76%) had not benefited from research grants for so many years. Other researchers Udu and Nkwede (2014) who studied on the impact of TETFund intervention in Nigerian universities and its implication for sustainable development with special attention to Ebonyi State University showed positive impact of TETFund on infrastructural development and human development showing that many academic staff have received research grant and sponsored to both local and international training, seminar and conferences.

While the Tertiary Education Trust Fund (TETFund) serves as a pivotal intervention strategy designed to bolster tertiary institution development, addressing crucial areas such as staff development, and research, persistent concerns persist regarding the adequacy of these interventions. Despite the substantial financial commitments from the federal government, grievances continue to emerge, citing shortcomings in staff development and research across Nigerian tertiary institutions. This discrepancy is poignantly articulated by Eze (2014), who asserts that the decay in human and material resources within Nigerian tertiary institutions is a direct consequence of inadequate funding, leading to inadequate research.

In light of these challenges, the development of tertiary education in Nigeria encounters substantial hurdles arising from persistent underfunding. This financial constraint manifests in a scarcity of human development leading to poor teaching and learning services, research endeavors, and training opportunities. Within the existing landscape of tertiary education, characterized by resource deficiencies and constrained research activities, the critical question arises: can tertiary institutions independently champion and sustain the cause of sustainable development?

This inquiry prompts essential questions, such as the efficacy of TETFund in fulfilling its designated responsibilities and the potential relationship between TETFund intervention and infrastructural development within tertiary institutions specifically situated in Imo State. The urgency to address these issues compels the researcher to embark on this study, seeking to uncover nuanced insights into the effectiveness of TETFund interventions on human resources and their correlation with infrastructural development in Imo State's tertiary education sector.

The general purpose of this study was to ascertain TETFund intervention on human resources as correlate of infrastructural development of tertiary institutions in Imo State. Specifically, the study ascertained the coefficient of:

- (ii) relationship between provision of research/publication by TETFund and infrastructural development of tertiary institutions in Imo State, and
- (iii) relationship between provision of academic staff training/development by TETFund and infrastructural development of tertiary institutions in Imo State.

The researchers posed the following research questions to guide the study

- (ii) What is the coefficient of relationship between provision of research/publication by TETFund and infrastructural development of tertiary institutions in Imo State?
- (iii) What is the coefficient of relationship between provision of academic staff training/development by TETFund and infrastructural development of tertiary institutions in Imo State?

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

Ho1: The coefficient of relationship between provision of research/publication by TETFund and infrastructural development of tertiary institutions in Imo State is not significant.

Ho2: The coefficient of relationship between provision of academic staff raining/development by TETFund and infrastructural development of tertiary institutions in Imo State is not significant.

Methods

The researchers adopted a correlation research design which involved simple Linear approach. The study was carried out in state and federal tertiary institutions in Imo State. The target population of the study consisted of all three thousand, three hundred and sixty four (3,364) lecturers (teaching staff) from the state and federal institutions. The sample size was three hundred and thirty six (336) lecturers amounting to 10% of the population in each institution using cluster and proportionate random sampling techniques.

The instruments for data collection are; two sets of rating scale titled: Tertiary Education Trust Fund Scale (TETFS) and Infrastructural Development Scale (IDS). The TETFS was adopted from Amaechi (2016) while IDS was developed by the researchers. TETFS has 20 items which were used to measure the extent to which TETFund has met their mandates to the tertiary institutions while IDS has 15 items which were used to measure the extent of infrastructural development in the tertiary institutions. The instruments were constructed on a 5-point scale response options ranging from Very High Extent (VHE), High Extent (HE), Moderate Extent (ME), Low Extent (LE) and Very Low Extent (VLE), weighted as 5, 4, 3, 2, and 1 points respectively. The respondents were required to tick one of the 5 response options against an item to indicate the extent of their agreement or disagreement with each of the items. The instruments were validated using two experts in Measurement and Evaluation who made corrections and modifications where necessary.

To ascertain the reliability of the instrument, the rating scales were administered to thirty (30) lecturers outside the study area but with similar characteristics with Imo State tertiary institutions. Cronbach alpha approach was used to complete the internal consistency reliability coefficient and yielded reliability indices of 0.76 and 0.74 respectively for TETFund and IDS. The data were analyzed using Pearson product moment correlation coefficient to answer the research questions while the hypothesis were tested using t-test of significance of simple linear correlation at $p < 0.05$.

Results

Research Question 1: What is the coefficient of relationship between provision of research/publication by TETFund and infrastructural development of tertiary institutions in Imo State?

Table 1: Summaries of Pearson r used to analyze the relationship between provision of research/publication (X) and infrastructural development (Y) of tertiary institutions in

V	n	Σ	R	MR	DR	Remarks
X	336	10377	0.477	Moderate	Positive	Moderate Positive Relationship
Y	336	16535				

Size (n), Summation (Σ), Pearson r (r), Magnitude of Relationship (MR), Direction of Relationship (DR) and Remarks

Table 1 shows the summaries for the coefficient of relationship between provision of research/publication by TETFund and infrastructural development of tertiary institutions in Imo State. It was seen from the table that the magnitude of relationship in this study is 0.477, which indicates that there is a moderate relationship between provision of research/publication and infrastructural development of tertiary institutions in Imo State.

It was also seen that the direction of the relationship is positive which indicates that a change (increase or decrease) in one variable is moderately associated with the same amount of change (increase or decrease) in another variable. The answer to the above question is that provision of research/publication has a moderate and positive relationship with infrastructural development of tertiary institutions in Imo State.

Hypothesis 1

Ho1: The coefficient of relationship between provision of research/publication by TETFund and infrastructural development of tertiary institutions in Imo State is not significant.

Table 2: Summaries of t-test of simple linear correlation statistics for the coefficient of relationship between provision of research/publication (X) and infrastructural development (Y) of tertiary institutions in Imo State.

v	n	Σ	R	α	Df	t_{cal}	t_{tab}	Decision
X	336	10377	0.477	0.05	334	9.923	1.96	Reject Ho1
Y	336	16535						

Sample Size (n), Summation (Σ), Coefficient of Relationship (r), Alpha Level (α), Degree of Freedom (df) and t-test of Significance of Simple Linear Correlation between two Variables.

Table 2 shows the test of the significance of the coefficient of relationship between provision of research/publication and infrastructural development of tertiary institutions in Imo State. From the table, it was seen that the degree of freedom is 334, the t-calculated value is 9.923 and the t-tabulated value is 1.96. Since the t-calculated value is greater than the t-tabulated value, the researchers rejected the null hypothesis and accepts the alternative; therefore concluded that provision of research/publication has a moderate, positive and significant relationship with infrastructural development of tertiary institutions in Imo State.

Research Question 2: What is the coefficient of relationship between training/development by TETFund and infrastructural development of tertiary institutions in Imo State?

Table 3: Summaries of Pearson r used to analyze the relationship between provision of academic staff training/development (X) and infrastructural development (Y) of tertiary institutions in Imo State

V	n	Σ	R	MR	DR	Remarks
X	336	10124	0.422	Moderate	Positive	Moderate
Y	336	16535				Positive Relationship

Size (n), Summation (Σ), Pearson r (r), Magnitude of Relationship (MR), Direction of Relationship (DR) and Remarks.

Table 3 shows the summaries for the coefficient of relationship between provision of academic staff training/development and infrastructural development of tertiary institutions in Imo State. It was seen from the table that the magnitude of relationship in this study is 0.442, which indicates that there is a moderate relationship between provision of academic staff training/development and infrastructural development of tertiary institutions in Imo State. It was also seen that the direction of the relationship is positive which indicates that a change (increase or decrease) in one variable is moderately associated with the same amount of change (increase or decrease) in another variable. The answer to the above question is that provision of academic staff training/development has a moderate and positive relationship with infrastructural development of tertiary institutions in Imo State.

Hypothesis 2

Ho2: The coefficient of relationship between provision of academic staff training/development by TETFund and infrastructural development of tertiary institutions in Imo State is not significant.

Table 4: Summaries of t-test of simple linear correlation statistics for the coefficient of relationship between provision of academic staff training/development (X) and infrastructural development (Y) of tertiary institutions in Imo State.

v	n	Σ	R	α	Df	t_{cal}	t_{tab}	Decision
X	336	10124	0.422	0.05	334	9.004	1.96	Reject Ho2
Y	336	16535						

Sample Size (n), Summation (Σ), Coefficient of Relationship (r), Alpha Level (α), Degree of Freedom (df) and t-test of Significance of Simple Linear Correlation between two Variables.

Table 4 shows the test of the significance of the coefficient of relationship between provision of academic staff training/development and infrastructural development of tertiary institutions in Imo State. From the table, it was seen that the degree of freedom is 334, the t-calculated value is 9.004 and the t-tabulated value is 1.96. Since the t-calculated value is greater than the t-tabulated value, the researchers rejected the null hypothesis and accepts the alternative; therefore, concluded that provision of academic staff training/development has a moderate, positive and significant relationship with infrastructural development of tertiary institutions in Imo State.

Summary of the Findings

1. provision of research/publication by TETFund has a moderate, positive and significant relationship with infrastructural development of tertiary institutions in Imo State; and
2. provision of academic staff training/development by TETFund has a moderate, positive and significant relationship with infrastructural development of tertiary institutions in Imo State.

Discussion

The study brings to light a nuanced relationship between the provision of research/publication by TETFund and infrastructural development in tertiary institutions in Imo State, unveiling a moderate, positive, and statistically significant connection. This implies a notable tendency for tertiary institutions with robust provisions for research and publication to exhibit commendable infrastructural development, while those facing deficiencies in these areas may demonstrate shortcomings in overall infrastructural advancement.

The expectation that TETFund contributes to achieving quality tertiary education delivery in Imo State is highlighted, particularly through initiatives such as sponsoring eligible academic staff to receive research grants, supporting their participation in local and international conferences for presenting research work, and facilitating the publication of periodic journals within faculties and schools. The direct correlation between research/publication and infrastructural development suggests that investments in research activities not only contribute to academic excellence but also play a role in shaping the physical and intellectual infrastructure of institutions.

The alignment of this finding with Akpan, Archibong, and Undie's (2014) results emphasizes the broader national context, revealing that research in Nigerian universities faces challenges related to inadequate funding. The study notes that selffunding emerges as a major source of research funding, with government sectors and foreign agencies following suit. This echoes the current study's emphasis on TETFund interventions as a means to bridge the gap in research funding.

Similarly, the study by Udu and Nkwede (2014) reinforces the positive impact of TETFund interventions on research grants, specifically noting the benefits received by academic staff at Ebonyi State University. However, Akpan, Archibong, and Undie (2014) reveal that a significant percentage of lecturers have not benefited from research grants for many years, emphasizing the challenges associated with accessing research funds, including inadequate funding and stringent conditions.

The collective findings underscore the imperative for TETFund to intervene and ensure accessible research funding, addressing the identified constraints and fostering a conducive environment for quality research and publication. In doing so, the tertiary education landscape in Imo State cannot only elevate academic standards but also witness comprehensive infrastructural development driven by a symbiotic relationship between research activities and institutional growth.

The study elucidates a discernible relationship between the provision of academic staff training/development and infrastructural development in tertiary institutions in Imo State, unveiling a moderate, positive, and statistically significant correlation. This implies a notable tendency for tertiary institutions with a robust framework for academic staff training and development to concurrently exhibit commendable infrastructural development. Conversely, institutions with deficiencies in providing adequate academic staff training/development may demonstrate shortcomings in overall infrastructural advancement.

The direct relationship posited between these variables suggests that an increase in academic staff training/development is associated with a corresponding increase in infrastructural development. The study suggests that if universities prioritize and adequately provide training and development opportunities for their academic staff, it would lead to a positive impact on infrastructural development, creating an environment conducive to academic excellence.

The expectation that TETFund contributes to achieving quality tertiary education delivery is underlined, specifically through initiatives like sponsoring academic staff training in various domains such as conferences, workshops, seminars, job improvement, promotional opportunities, foundational training, overseas training, retraining, and ICT application training. This finding resonates with Udu and Nkwede's (2014) results, showcasing the positive impact of TETFund interventions at Ebonyi State University, where lecturers have been sponsored to local and international seminars and conferences, along with overseas training and retraining.

However, the study notes a disparity in the case of state tertiary institutions in Imo State, suggesting a potential lack of significant TETFund activities in the realm of staff training and development in these

institutions. The contrast in findings could stem from variations in the level of TETFund intervention and presence in different institutional contexts.

Further support for the importance of staff development is found in the work of Uzochukwu, Orogbu and Igbodo (2016) which revealed positive significant relationship between TETFund intervention and academic staff advancement development.

Recommendations

1. Recognizing the moderate, positive, and significant relationship between the provision of research/publication and infrastructural development, it is recommended to encourage and support research activities within tertiary institutions in Imo State. This could involve establishing research grants, fostering collaborations with external research bodies, and creating incentives for faculty members to engage in impactful research. The dissemination of research findings through publications should also be promoted to contribute to the academic community and society at large.
2. With the moderate, positive, and significant relationship found between the provision of academic staff training/development and infrastructural development, it is advisable to prioritize and invest in the continuous professional development of academic staff. This can be achieved through regular training programs, workshops, and conferences. Institutions should also consider creating mentorship programs and providing opportunities for faculty members to attend national and international conferences, fostering collaboration and exposure to best practices in their respective fields.

Conclusion

The study concluded that the provision of research/publication and academic staff training/development by TETFund are both significantly associated with infrastructural development of tertiary institutions in Imo State.

References

- Akele, F.E. (2013). Information and communication technology as teaching and learning space for teachers of English Language in Schools. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)*, 5(1), 100-107
- Akpan, C.P., Archibong, I.A. & Undie, J.A. (2014). Lecturers' access to research fund in Nigerian universities: Challenges and strategies for improvement. <http://academicjournals.org/WERR>,
- Amaechi, C.E. (2016). Evaluation of the extent of TETFund contribution towards quality transformation of tertiary institutions in Imo State. *Journal of Prestine*, 12(1), 198-208.
- Anderiborn, A. S. & Enoch, B. (2017). The impact of external fund interventions on tertiary institution's staff development in Nigeria: A case study of selected tertiary institutions in Yola metropolis. *International Journal of Education and Research*, 5(5), 41-60
- Eze, B.I. (2014). Staff training and development: a sine qua non to effective service delivery in Nigeria tertiary institutions. *Educational Alternatives: Journal of International Scientific Publications*, 1(12), 568-574
- Ihekwebaba, C.N. & Osuala, R.C. (2022). Principles of measurement and evaluation in education. A textbook for research and evaluation in tertiary institutions. Owerri: ZionBless Publishers Nig.

- Okereke, E.C. (2015). Business educators' need for requisite infrastructure for the business education programme in tertiary institutions. *IOSR Journal of Business and Management (IOSR-JBM)*, 17(4), 1-4
- Olowe, P.K., & Kutelu, B.O. (2014). Perceived importance of ICT in preparing early childhood education teachers for the new generation children. *International Journal of Evaluation and Research in Education (IJERE)*, 3(2), 119- 124
- Onasanya, S.A. & Omosewo, E.O. (2011). Effect of improvised and standard instructional; materials on secondary school students academic performance in Physics in Ilorin, Nigeria. *Singapore Journal of Scientific Research*, 1(1), 68- 76.
- Onwuchekwa, G.U. (2016). Influence of tertiary education trust fund (TETFund) on educational research in Nigerian universities. *International Journal of Academia*, 2(1), 1-12
- TETFund (2014). Guideline for accessing TETFund intervention fund. TETFund publication January, 2014
- Udu, L.E. & Nkwede, J.O. (2014). Tertiary education trust fund interventions and sustainable development in Nigerian universities: Evidence from Ebonyi State University, Abakaliki.
- Uzochukwu, O.C., Orogbu, O.L. & Igbodo, R.O. (2016). TETFund International Programmes and Academic Staff Development of Selected Universities in South East, Nigeria. *Journal of Economics and Public Finance*, 2(1), 171-193