

An Analysis of the Tertiary Education Trust Fund (TETFUND) Contribution to the Improvement of Information and Communication Technology (ICT) Facilities and The Library in Higher Institutions in Kebbi State, Nigeria from 2015 To 2020

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Abstract

This study is on Tertiary Education Trust Fund (TETFund) contribution to the improvement of Library and ICT facilities in higher institutions in Kebbi State, Nigeria from 2015 to 2020. The study was guided by two research objectives and two research questions. The study adopted descriptive survey research design with population of 1900 academic staff and 2323 non-academic staff. A sample of 161 academic staff and 196 non-academic staff was selected using multi-stage sampling methods. A researcher developed validated questionnaire with 0.76 reliability index was used for data collection. Frequency count and percentage were used to analyze the data. The study found that TETFund constructed and renovated of ICT centres, provided personal computers, chairs, tables and internet facilities in Kebbi State higher institutions. It was also that TETFund contributed in the construction and renovation of library buildings; provision of books, library equipment and furniture, information resources; and subscription of e-resources for the improvement of Kebbi State higher institutions. The study recommended that TETFund should increase its allocation for ICT support intervention. This becomes even more crucial given the consistent increase in the exchange rate of dollars, as most of the ICT facilities are imported into the country. This will greatly aid in the improvement of higher institutions in Kebbi State. It was also recommended that university management should judiciously utilize the TETFund's Library interventions to build new libraries, expand the existing ones, and acquire standby generators and/or solar energy for better library performance in Kebbi State higher institutions.

Keywords: *Higher Institutions; TETFUND; Kebbi State; Nigeria*

Introduction

Higher institutions as the types of schools which a student will attend after secondary school such as Universities, Polytechnics, Monotechnic Colleges of Education and other Institutions of higher learning offering correspondence courses, diplomas and certificates. Ibrahim (2017) explained that higher institutions are very important in meeting the socio-cultural and developmental needs of a country. The higher institution provides an opportunity for individuals to develop their potential. It fulfils the needs for high-level manpower in a society. Its objectives include cultural and material development to meet the learning needs and aspirations of individuals through the development of their intellectual abilities and aptitudes throughout their lives. Higher education equips individuals to make the best use of their talents and of the opportunities offered by society for self-fulfillment. The ultimate goal of higher institutions are to produce graduates who will be effective leaders in their chosen professions, valued members of their communities, and responsible citizens of the world... It is the desire to develop higher institutions to the required level capable of encouraging sound national integration and development in all aspects of national life that contributed to the emergence of the Tertiary Education Trust Fund (TETFund) in Nigeria.

Tertiary Education Trust Fund (TETFund) is a government intervention agency responsible of providing supplementary supports to all levels of public higher institutions with the main aim of using funding to restore all the lost objectives of higher institutions in Nigeria (Jumare & Muhammad, 2019).

The 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 Higher Educational Institutions, specifically for the provision and maintenance of the physical infrastructure for teaching and learning; instructional material and equipment; research and publication; staff training and development; any other need arise, which is critical and essential for the improvement of quality standards and maintenance of higher educational institutions would be considered by the Board of Trustees (Ibrahim, 2017).

The Tertiary Education Trust Fund (TETFund) has been very instrumental in the area of funding higher education in Nigeria since it was established. Public higher institutions have been benefiting in several ways through TETFund. Despite the establishment of TETFund, Nigerian citizens continue to complain regarding poor funding and inadequate infrastructure in high institutions in Nigeria. The study on the Tertiary Education Trust Fund (TETFund) is very significant in the sense that the Fund since its establishment has been contributing immensely to the development of higher institutions in Nigeria. Notwithstanding, few and not many are able to understand and appreciate the contribution of TETFund in the improvement of higher institutions in Kebbi State. Various studies have been conducted on the development of higher institutions in the country without non-examining the role of the TETFund in the improvement of ICT facilities and Library of higher

institutions in Kebbi State. In view of the above, the researcher intends to study TETFund contribution to the improvement of ICT facilities and Library of higher institutions in Kebbi State.

Statement of the Problem

Tertiary education in Nigeria began to decay in 1980 due to the funding problem. This results in poor education outcomes, and the government increasingly finds it difficult to meet the high cost of funding higher institutions. This resulted in the establishment of the Tertiary Education Trust Fund (TETFund) by the government to rescue the education system from total collapse. However, despite the establishment of the TETFund the citizens continue to complain about the poor funding and physical infrastructure in higher institutions in Nigeria.

Studies by Jasper & Aliyu (2021) Abba (2020) and Abdullahi (2021) Johnson and Emmanuel (2020) among others have examined the contribution of TETFund to the training of academic staff and infrastructure development in higher institutions in Northern Eastern Nigerian and South Western Nigeria while some of the studies concentrate on the library, sustainable development goals and entrepreneurship education in higher institutions. These studies were unable to assess the contribution of TETFund to ICT facilities and libraries in Kebbi State higher institutions. This is one of the gaps created in knowledge. It is the desire to bridge the gaps this study intends to assess the contribution of TETFund to the improvement of ICT facilities and Libraries for the improvement of higher institutions in Kebbi State from 2015 to 2020.

Objectives of the Study

The study aims at achieving the following objectives:

1. To assess the contributions of TETFund to the improvement of ICT facilities in higher institutions in Kebbi State from 2015-2020.
2. To assess the contributions of TETFund to the improvement of Library in higher institutions in Kebbi State from 2015-2020.

Research Questions

The following research questions guided the study:

1. What are the contributions of TETFund to the improvement of ICT facilities in higher institutions in Kebbi State from 2015-2020?
2. What are the contributions of TETFund to the improvement of Library in higher institutions in Kebbi State from 2015-2020?

Literature Review

The higher institutions in Nigeria consist of Universities, Polytechnics, Monotechnics and Colleges of Education and Agricultural Institute. In Nigeria, there are currently 221 approved universities in Nigeria comprising 50 Federal Universities, 60 State Universities and 111 Private Universities (NUC, 2023). Also, Nigeria has a total 159 approved Polytechnics and 152 approved

Colleges of Education in Nigeria, making it the largest higher education system on the African Continent.

The National Policy on Education (FGN, 2013a) section 5 subsection 80 - 85 specifies that the goals of higher education shall be to: Contribute to national development through high level manpower training; provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interest of Nigerians; provide high-quality career counselling and lifelong learning opportunity that prepare students with knowledge and skills for self-reliance; reduce skills shortages through the production of relevant skilled workers; promote and encourage scholarship, entrepreneurship and community service; forge and cement national unity; and promote national and international understanding and interaction.

For to become reality, 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. The Fund was established to administer and disburse education tax collections to the Federal and State tertiary educational institutions in Nigeria for the rehabilitation, restoration and consolidation of Tertiary Education in Nigeria. It is an intervention organisation established to provide supplementary support to all levels of public tertiary institutions with the primary goal of using funding in conjunction with project management. The main source of income available to the Fund is the two percent education tax paid from the assessable profit of companies registered in Nigeria. The Federal Inland Revenue Services (FIRS) assesses and collects the tax on behalf of the Fund. The funds are disbursed for the general improvement of education in federal and state tertiary educations specifically for the provision or maintenance of essential physical infrastructure for teaching and learning, institutional material and equipment, research and publications, academic staff training and development and any other need which, in the opinion of the Board of Trustees, is critical and essential for the improvement and maintenance of standards in the higher educational institutions (Ibrahim, 2017).

Specifically, Objectives of the TETFUND are: to continuously improve Education Tax Revenue by ensuring that the tax is collected and made available for Fund intervention programmes; to deliver appropriate and adequate intervention programmes with due regard to the sensitivities of beneficiaries and stakeholders; to promote cutting - edge technologies, ideas and organizational skills in education, and ensure that projects are forward-looking as well as responding to present needs; to ensure successful completion of intervention projects; to form a viable and enduring partnership between the TETFund and its beneficiaries; to manage Education Tax in a way that is most beneficial to the Nigerian people; and to recruit, retain, train and retrain a highly motivated workforce (Tertiary Education Trust Fund (Tetfund) 2012 – 2016, 2019).

TETFund intervention funds can easily be accessed by guidelines established by the Board of Trustees of the Fund in line with its enabling Act. An institution 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: The prospective beneficiary must be a Public Tertiary Institution, that is, federal or state university, polytechnic and college of education; the institution must be recognised 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; 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; Academic activities, that is, student admission, teaching and learning, must have commenced at the institution; The prospective institution shall formally apply to the Fund to be enlisted as a beneficiary of the fund; TETFund shall visit to verify that academic activities have commenced and thereafter recommend to the Board of Trustees for enlistment as a beneficiary; Following approval by the Board of Trustees, the institution shall be enlisted and formally notified.

TETFund as an intervention agency and its scope is limited, in line with its enabling Act, as amended, to provide supplementary support to all public owned tertiary institutions in Nigeria.

Table 2: TETFund Allocation to Higher Institutions of Kebbi State From 2015-2020

| S/n | Project | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|-----|---|-------------|---------------|---------------|-------------|---------------|-----------------|
| 1 | Physical Infrastructure/Programme Upgrade | 352,000,000 | 1,881,000,000 | 1,005,000,000 | 660,000,000 | 1,022,000,000 | 890,280,000,000 |
| 2 | Academic Staff Training & Development | 330,000,000 | 1,000,000,000 | 380,000,000 | 970,000,000 | 530,000,000 | 666,078,802 |
| 3 | Conference Attendance | 90,000,000 | 110,000,000 | 98,000,000 | 102,000,000 | 150,000,000 | 74,000,000 |
| 4 | Library Development | 175,000,000 | 128,000,000 | 109,000,000 | 90,000,000 | 130,000,000 | 130,000,000 |
| 5 | Institution Based Research | 50,000,000 | 78,000,000 | 78,000,000 | 77,000,000 | 103,000,000 | 168,000,000 |
| 6 | Manuscript Development | 28,000,000 | 18,000,000 | 16,300,000 | 16,000,000 | 20,000,000 | 20,000,000 |
| 7 | Publication of Journal | 35,000,000 | 35,000,000 | 20,000,000 | 16,000,000 | 20,000,000 | 20,000,000 |
| 8 | Entrepreneurship Centres | 20,000,000 | 20,000,000 | 10,000,000 | 21,349,200 | 20,000,000 | |
| 9 | TETFund Project Maintenance | 46,000,000 | 46,000,000 | 35,700,000 | 136,000,000 | 60,600,000 | 50,000,000 |
| 10 | Advocacy/ Publicity of TETFund Projects | 8,000,000 | - | - | - | - | - |
| 11 | Teaching Practice | 7,000,000 | 12,000,000 | 20,000,000 | 16,308,300 | 22,900,000 | 22,900,000 |
| 12 | Equipment Fabrication | 10,000,000 | | 6,300,000 | 13,628,900 | 10,000,000 | 10,900,000 |

| | | | | | | | |
|----|--------------------|---------------|---------------|---------------|---------------|---------------|-----------------|
| 13 | ICT Support | | 50,000,000 | 32,500,000 | 20,000,000 | 30,000,000 | 45,000,000 |
| 14 | Zonal Intervention | | | 390,000,000 | 390,000,000 | 433,196,972 | |
| | Total | 1,151,000,000 | 1,678,000,000 | 2,200,800,000 | 2,528,286,500 | 2,551,696,972 | 891,486,878,802 |

Source: TETFund Website (2023).

TETFUND Normal Interventions/Annual Interventions

This is the type of intervention comprises physical infrastructure, equipment, Library development, academic staff training and development, research, journal publication, conference attendance, manuscript development, ICT support and entrepreneurship centre. The normal intervention is yearly for all beneficiaries' institutions. (TETFund, 2014)

- i. **Library Development Intervention:** Is a type of normal intervention aims to enhance and support academic environment within higher institutions. This intervention typically focuses on improving library infrastructure, resources and services to foster learning, research and knowledge dissemination among students, faculty and researchers (Tetfund, 2015).
- ii. **Academic Staff Training and Development:** This programme of the Fund is also called TETFund Scholarship Programme is a normal intervention line under the Academic Based Intervention Areas aimed at upgrading the quality of teaching staff of public tertiary institutions, through the award of scholarships for masters and doctorate degrees both within Nigeria and universities outside the country. Apart from award of scholarships, this programme also includes Bench-Work sponsorships for those pursuing science based Doctorate Degree Programme in Nigerian Universities to carry out research work in foreign institutions with advanced facilities (Social & Issn, 2021).
- iii. **Institution Based Research:** The IBR was established with the objective of resuscitating research activities in the nation's tertiary institutions in Nigeria; the culture of research over the years has been dwindling in most of the higher Institutions in the country. The outcome of which would be the revival of quality research among lecturers in higher institutions.
- iv. **Conference Attendance:** The conference attendance programme started in 2010 according to the Fund. The main objective of the intervention is to create opportunities for both academic and non-academic staff of public tertiary institutions to interface with their peers at the international and local levels aimed at acquiring new ideas and improve their knowledge in their areas of specialisation (Social & Issn, 2021).
- v. **Entrepreneurship Development Intervention:** This intervention was introduced aim to cultivate a culture of entrepreneurship, innovation and self-reliance among students of higher institution and the broader community, contributing to economic development, job creation and societal progress.

Research Methodology

The researcher used survey design method in carryout study. A survey design is one in which a group of people or items are studied by collecting and analysing data from only a few people or

items considered to be representative of the entire group and how such data will be collected and analysed (Oben, 2021) . The design was considered appropriate for the study because it allowed for the collection of data from the sample which will be true representation of the population.

The population of this study comprised all the, academic and non-academic staff of the Kebbi State higher institutions. There are 4 higher institutions in Kebbi State who are TETFund beneficiaries for the past 5 years, with 1900 academic staff and 2323 non-academic staff. The study used a multi stage sampling procedure to determine the sample of the study. The researcher used the Research Advisors (2006) for determining the sample size of academic staff and non-academic staff of higher institutions under study which recommended a sample size of 357 out of a total population of 4223 of academic staff and non-academic staff. A proportionate sampling technique was used to determine the sample size required from each higher institution.

The instrument that was used in this study is a self-designed questionnaire entitled “Improvement of Higher Institutions Questionnaire” (IHIQ) for academic staff and non- academic staff. Questionnaires offer the advantage of being easy and cost effective to administer to a large population (Taherdoost, 2021). The instrument comprised two Parts I and II. Part I contained 4 items designed to collect demographic data of the respondents such as gender, educational qualification, category of staff and type of higher institutions, while part II was broken into two sections namely sections A-B covering the two research questions and each section has 5 items. The questionnaire has a total of ten (10) items. All questions are positive closed ended questions where respondents are restricted to pick one response on opinions proposed from four Likert type scale responses namely: Strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree(D) 2 points and Strongly Disagree (SD) 1 point.

The instrument was face validated by four (3) experts' scrutiny in the field of Test and Measurement, Research and Statistics and Educational Management respectively. To ascertain the reliability of the instrument, a pilot study was conducted using forty (40) respondents drawn from academic staff and non-academic staff from Sokoto State University, Sokoto, Nigeria who were not part of the sample of the study. The questionnaire was administered to them two times within the interval of three weeks to establish the stability other times. The results were compared using Pearson Product Moment Correlation Coefficient (PPMC), where an index of 0.76 was obtained. The simple statistical method was used which involves tables, percentages and frequency count to analyses data. . Data was analysed using Statistical Package for Social Sciences (SPSS) version 20. From the 357 questionnaires administered, 350 were filled and returned by the respondents.

Data Presentation and Analysis

This section presented the analysis of responses from the questionnaires administered using descriptive statistics such as percentages, frequency counts and tables for easy and better understanding. A total of 357 questionnaires were distributed but only a total of 350 were returned which were used for the calculations.

Research Question One

RQ1: What are the contributions of TETFund to the improvement of ICT facilities in higher institutions in Kebbi State from 2015-2020?

This research question was answered and presented in Table 2

Table 2: Contributions of TETFund to the Improvement of ICT Facilities in Higher Institutions in Kebbi State from 2015-2020.

| S/N | Items Statement | SA | | A | | D | | SD | |
|-----|---|-----|----|-----|----|-----|----|----|----|
| | | F | % | F | % | F | % | F | % |
| 1. | TETFund has intervened in the construction and renovation of the ICT center building in your institution. | 123 | 35 | 92 | 26 | 104 | 30 | 31 | 9 |
| 2. | TETFund has provided Desktop computers, Laptops, chairs, tables in your institution. | 205 | 58 | 115 | 33 | 21 | 6 | 9 | 3 |
| 3. | Does TETFund provides fibre optics in your institution? | 52 | 15 | 138 | 39 | 130 | 37 | 30 | 9 |
| 4. | Internet connectivity with bandwidth payments has been provided by TETFund. | 46 | 13 | 150 | 43 | 103 | 29 | 51 | 15 |
| 5. | TETFund has provided Standby Generator/Solar for a constant supply of power to your ICT Directorate. | 53 | 15 | 112 | 32 | 117 | 33 | 68 | 19 |

Source: Field Survey, 2023

In Table 2 item 1 showed that 35% of the respondents strongly agreed that TETFund has intervened in the construction and renovation of the ICT center building in their institutions, 26% of them agreed while 30% disagreed and 9% of them strongly disagreed with the view. Item 2 indicated that 58% of the respondents strongly agreed that TETFund has provided Desktop computers, Laptops, Chairs and Tables in their institutions, 33% of them agreed while 6% disagreed and 3% strongly disagreed with the assertion. Item 3 showed that 15% of the respondents strongly agreed TETFund provides fibre optics in their institutions, 39% agreed while 37% disagreed and 9% of them strongly disagreed with the view. Item 4 showed that 13% of the respondents strongly agreed internet connectivity with bandwidth payments has been provided by TETFund, 43% of them agreed while 29% disagreed and 15% of them strongly disagreed with the opinion. Item 5 showed that 15% of the respondents strongly agreed that TETFund has provided Standby Generator/Solar for a constant supply of power to their ICT Directorate, 32% of them agreed while 33% disagree and 19% of them strongly disagreed with the view.

The first finding indicated that TETFund contributed to ICT facilities by construction of ICT buildings, provision of Desktop Computers, Laptops, Chairs, and Tables for the improvement of higher institutions in Kebbi State. The study supported the finding of Nudge & Saidu (2021) who found that TETFund has supported the institutions with ICT facilities which has led to an improvement of quality of tertiary education in Abia State, Nigeria. The study agreed with that of Muhammad (2020) who revealed that TETFund contributed to information and communication technology (ICT) centers, workshops, laboratories, lecture theatres, entrepreneur and skill acquisition centers to higher institutions in the North eastern region through TETFund annual and special interventions.

Research Question Two

RQ2: What are the contributions of TETFund to the improvement of Library in higher institutions in Kebbi State from 2015-2020?

This research question was answered and presented in Table 3.

Table 3: Contributions of TETFund to the Improvement of Library in Higher Institutions in Kebbi State from 2015-2020.

| S/N | Items Statement | SA | | A | | D | | SD | |
|-----|---|-----|----|-----|----|-----|----|----|----|
| | | F | % | F | % | F | % | F | % |
| 1. | TETFund has contributed to construction/renovation of library buildings in your institution. | 143 | 41 | 95 | 27 | 83 | 24 | 29 | 8 |
| 2. | TETFund has contributed to provision of books and library equipment and furniture. | 217 | 62 | 111 | 32 | 16 | 4 | 6 | 2 |
| 3. | TETFund has contributed for the provision of information resources and subscription of e- resources in your institution. | 128 | 37 | 145 | 41 | 58 | 17 | 19 | 5 |
| 4. | TETFund has provided standby Generator/Solar for 24/7 energy in the Library. | 58 | 17 | 113 | 32 | 139 | 40 | 40 | 11 |
| 5. | The provision of Library buildings and furniture through TETFund intervention has enabled the students to avoid congestion or setting down on the floor in the library. | 122 | 35 | 119 | 34 | 70 | 20 | 39 | 11 |

Source: Field Survey, 2023.

In Table 3, item 1 showed that 41% of the respondents strongly agreed that TETFund has contributed to construction/renovation of library buildings in your institution, 27% of them agreed while 24% disagreed and 8% of them strongly disagreed with the view. Item 2 indicated that 62% of the respondents strongly agreed that TETFund contributed to provision of books, library equipment and furniture, 32% of them agreed while 4% disagreed and 2% strongly disagreed with the assertion. Item 3 showed that 37% of the respondents strongly agreed that TETFund has contributed for the provision of information resources and subscription of e-resources in their institution, 41% agreed while 17% disagreed and 5% strongly disagreed with the view. Item 4 showed that 17% of the respondents strongly agreed TETFund has provided standby Generator/Solar for 24/7 energy in the Library, 32% of them agreed while 40% disagreed 11% of them strongly disagreed with the opinion. Item 5 showed that 35% of the respondents strongly agreed that provision of Library buildings and furniture through TETFund intervention has enabled the students to avoid congestion or sitting down on the floor in the library, 34% of them agreed while 20% disagreed and 11% of them strongly disagreed with the view.

The second finding indicated that TETFund contributed to the construction/renovation of Library, provision of books, library equipment and furniture for library improvement of the Kebbi State higher Institutions. This is in an agreement with Aliyu (2021) who revealed that different types of

library equipment and furniture were acquired by the universities through the yearly intervention in the Northwest region. The study agreed with that of Abba (2020) who revealed that capital projects on administrative blocks, classrooms, science and engineering complexes, workshops, laboratories, lecture theatres, entrepreneur and skill acquisition centers, information and communication technology (ICT) centers, libraries and mobility buses have been provided to higher institutions in the North eastern region through TETFund annual and special interventions. The study also agreed with that of Gaganga and Ebelechukwu (2021) who revealed the amount money disbursed to public higher institution acquired quantity of library equipment and volume of information resources through normal intervention from 2014-2018

Summary of Findings

The following are the summary of findings of this study:

1. TETFund contributed to the improvement of ICT facilities by construction and renovation of ICT centers, provision of Desktop computers, Laptops, Chairs, and Tables and internet connectivity with bandwidth payment for higher institutions in Kebbi State.
2. TETFund contributed to the construction/renovation of library building, provision of books, library equipment and furniture, information resources and subscription of e- resources for the improvement of the Kebbi State higher Institutions.

Conclusions

Based on the research findings of the study. The study concluded that TETFund contributed to the construction and renovation of ICT centers, provision of Desktop computers, Laptops, Chairs, and Tables and internet connectivity with bandwidth payment, construction/renovation of library building, provision of books, library equipment and furniture, information resources and subscription of e-resources to the improvement of the Kebbi State higher Institutions. To improve higher institutions substantially, interventions are still required to the ICT facilities and Libraries to meet global standard.

Recommendations

Based on the findings of the study, the conclusion drawn, the study offers the following recommendations:

1. TETFund should increase its allocation for ICT support intervention. This becomes even more crucial given the consistent increase in the exchange rate of dollars, as most of the ICT facilities are imported into the country. This will greatly aid in the improvement of higher institutions in Kebbi State.
2. University Management should endeavour to utilise the TETFUND's Library interventions to build a new library for expansion and also acquire standby generators/ solar energy for library improvement to the State higher institutions.

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