

# Physical Infrastructure and Learning Resources Interventions of TETFund as Correlate of University Goals Achievement in Southwest, Nigeria

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**Abstract:** *This study examined the relationship between TETFund interventions specifically physical infrastructure and learning resources and the achievement of university goals in public universities in Southwest Nigeria. Using a descriptive survey research design, the study sampled 660 academic and non-academic staff across four randomly selected public universities. Data were collected using two validated and reliable instruments: the TETFund Interventions Questionnaire (TIQ) and the University Goals Achievement Questionnaire (UGAQ), which measured variables such as physical infrastructure, learning resources, academic excellence, graduate employability, programme quality, and community engagement. Reliability coefficients of 0.89 (TIQ) and 0.84 (UGAQ) were obtained via test-retest procedures. Data were analysed using Pearson's Product Moment Correlation at a 0.05 level of significance. Findings revealed a statistically significant relationship between TETFund physical infrastructure interventions and university goals achievement ( $r = 0.718$ ,  $p < 0.05$ ), as well as between learning resources interventions and university goals achievement ( $r = 0.604$ ,  $p < 0.05$ ). These results imply that TETFund's support in enhancing educational infrastructure and learning materials significantly contributes to institutional performance, including improved teaching, research quality, and administrative efficiency. Based on these findings, the study recommends increased and sustained TETFund investment in university infrastructure and learning resources, regular monitoring and maintenance of facilities, and greater stakeholder engagement in project planning and implementation.*

**Keywords:** TETFund, physical infrastructure, learning resources, goals achievement, University

## INTRODUCTION

The realisation of core objectives in universities such as academic and research excellence, graduate employability, the quality of educational programmes and resources, community and international partnerships, and efficient governance requires thorough evaluation. In universities located in Southwest Nigeria, achieving academic and research excellence appears to be hindered by various challenges. Evidence suggests irregularities in research productivity, academic contributions, and the

overall performance of students and faculty. Although initiatives have been made to promote a stronger research culture, several limiting factors including inadequate funding, poor research infrastructure, and limited mentorship opportunities seem to be impeding the ability of these institutions to generate high-impact academic outputs and innovations.

Graduate success and employability also appear uncertain in these institutions, potentially due to a disconnect between the skills students acquire and the practical requirements of the job market. Employers often view graduates as lacking essential teaching skills and adaptability, raising concerns about the relevance and effectiveness of teacher education programmes. This skills gap implies that graduates may face difficulties securing suitable employment or progressing in their careers within the education sector and beyond. The consistency and quality of academic programmes and available resources within these universities seem questionable. Curriculum frameworks, teaching materials, and pedagogical strategies do not always appear aligned with modern educational expectations (Yusuf et al., 2021). Issues such as outdated syllabi, insufficient teaching aids, and poor learning infrastructure likely hinder the delivery of high-quality education that competes on a global scale. Moreover, community engagement and international collaboration remain limited. Partnerships with local communities, industries, and international academic bodies seem minimal. The capacity of these universities to contribute meaningfully to societal progress and global academic dialogue is possibly restricted by a lack of robust policies, insufficient funding, and weak institutional frameworks that discourage participation in international research and educational networks (Adegbile & Adeyemi, 2020).

In this context, TETFund's intervention in physical infrastructure could play a transformative role in supporting universities in Southwest Nigeria to achieve their objectives. Enhancing the academic environment through the provision of modern teaching and learning facilities such as fully furnished classrooms, lecture theatres, science laboratories, and updated libraries can create conducive spaces for academic excellence. Given the primary mandate of these universities to train teachers for the basic education sector, the provision of appropriate teaching tools and environments is vital to maintaining educational quality. Upgraded infrastructure would also support better academic delivery, accommodate growing student populations, and ensure access to modern instructional resources essential for producing well-prepared educators.

Additionally, TETFund's investments in infrastructure can alleviate the problem of deteriorating and insufficient facilities that currently characterise many of these institutions. Enhanced physical environments will facilitate more practical training sessions, strengthen research activities, encourage academic collaboration, and improve residential facilities for students, all of which contribute to a richer and more holistic educational experience. As infrastructure standards rise, universities are more likely to attract and retain qualified academic personnel, thereby improving the quality of instruction and teacher training. This will ultimately lead to the production of graduates who are well-equipped to teach effectively at the primary and junior secondary school levels, supporting national objectives to improve education standards and promote development.

TETFund's intervention in learning resources is also critical to helping universities achieve their broader educational goals. By improving access to high-quality instructional materials such as textbooks, digital content, and audio-visual tools, the Fund can help student teachers gain a deeper understanding of modern teaching practices and curricula. These resources play a key role in ensuring

that future educators are well-prepared to deliver effective instruction in contemporary classrooms. Furthermore, learning resource interventions include the provision of key infrastructure such as fully stocked libraries, technologically advanced classrooms, and functional science laboratories. These facilities provide a more supportive teaching and learning environment, enhancing the capacity of both students and lecturers to engage with the curriculum effectively. In doing so, these interventions not only boost learning outcomes but also ensure that teacher education programmes remain aligned with international best practices and standards. Ultimately, through sustained investment in learning and physical resources, TETFund can significantly contribute to strengthening the quality and relevance of teacher education in Southwest Nigerian universities.

Hence the study examined physical infrastructure and learning resources interventions of TETFund as correlate of university goals achievement in Southwest, Nigeria. The study specifically determined the relationship between TETFund physical infrastructure intervention and University goals achievement; and relationship between TETFund learning resources intervention and University goals achievement.

Two hypotheses were tested in the study:

**Ho 1:** There is no significant relationship between TETFund physical infrastructure intervention and University goals achievement.

**Ho 2:** There is no significant relationship between TETFund learning resources intervention and University goals achievement.

## LITERATURE REVIEW

The Tertiary Education Trust Fund (TETFund), established in 2011 through an amendment to the Education Tax Act, plays a pivotal role in mitigating the infrastructural and resource challenges faced by Nigeria's tertiary institutions, particularly universities. It was instituted to provide supplementary funding for the rehabilitation, restoration, and consolidation of tertiary education, using education tax revenues to support federal and state universities, polytechnics, and colleges of education (Okojie, 2021). Universities in Nigeria, especially those engaged in teacher training, have historically suffered from chronic underfunding, resulting in dilapidated infrastructure, inadequate learning materials, and poor academic environments. TETFund's interventions are therefore aimed at enhancing the quality of teacher education through improved infrastructure and resources (Aina et al., 2019). A critical area of TETFund's impact is the development of modern lecture theatres and classrooms. These facilities are equipped with necessary teaching aids, designed to improve learning outcomes and accommodate growing student populations. At institutions like the Federal University, Zaria, the construction of new lecture halls has significantly enhanced the learning environment and facilitated academic activities more efficiently (Adedeji & Adewale, 2020). This is especially significant in Nigeria, where overcrowded classrooms have been a persistent issue due to increased enrolment and limited infrastructure.

Another central focus of TETFund's work is the enhancement of library facilities. Recognising libraries as intellectual hubs, TETFund has funded the construction of modern libraries and provided up-to-date books, journals, and digital resources. A notable example is Adeyemi University in Ondo State, where significant upgrades have facilitated better academic research and learning experiences (Eneh & Anyaoku, 2021). The provision of digital resources aligns with Sustainable Development Goal 4, which advocates inclusive and equitable quality education (Nwachukwu, 2021). Laboratories

and vocational workshops have also received considerable attention. These facilities are vital for science and technical education, particularly in preparing future teachers with practical, hands-on experience. Renovated laboratories at the Federal University, Kano, for instance, have contributed to enhanced science education quality (Umar et al., 2022). In addition to student benefits, these facilities support faculty in research and demonstration, thereby improving overall academic standards. TETFund has also invested in administrative infrastructure, ensuring that universities have adequate office spaces, conference rooms, and functional facilities necessary for effective management. These developments not only contribute to operational efficiency but also foster a positive work environment for academic and administrative staff.

However, the implementation of TETFund projects has not been without challenges. Bureaucratic inefficiencies often delay disbursement and execution, undermining the potential impact of these interventions. Furthermore, there are ongoing concerns regarding the equitable distribution of funds, as some stakeholders argue that federal institutions tend to receive preferential treatment over state institutions (Oladipo, 2020). In addition, mismanagement and poor maintenance of completed projects have occasionally been reported, casting doubt on the sustainability of some interventions. Beyond physical infrastructure, TETFund has made significant contributions toward enhancing learning resources. Universities have benefited from the provision of essential academic materials, including books, journals, and access to e-learning platforms. These resources have bridged gaps in academic quality between Nigerian universities and their international counterparts (Nwachukwu, 2021). The construction of ICT centres has also enabled universities to integrate digital tools into their curricula, particularly critical during the COVID-19 pandemic when virtual learning became a necessity (Okorie & Odo, 2020).

Educational resources, broadly defined, encompass human and non-human elements vital for effective teaching and learning. These include material, physical, and financial resources, such as lecture halls, laboratories, offices, restrooms, and learning materials (Abdul Kareem, 2011). Human resources, such as students and staff, also constitute key components of the education process. According to Lawanson and Gede (2011), the presence of adequate facilities enhances the ability of educators to perform effectively and students to learn efficiently. Asiabaka (2008) adds that educational facilities are essential to improving institutional performance and academic outcomes. Nevertheless, many Nigerian institutions still operate with inadequate resources, where classrooms are overcrowded, lecturers lack offices, and infrastructure is often decayed or dysfunctional (Olatunji, 2013). In such challenging environments, resource interventions like those from TETFund play a transformative role. When resources are well-allocated to meet specific institutional needs, students not only gain access to instructional materials but are also able to study at their own pace, facilitating improved academic performance (Babatope, 2010).

Moreover, TETFund's research grants have played a significant role in promoting a research culture within universities. These grants support academic investigations that address local educational challenges, influencing policy development and innovative teaching strategies. For instance, research projects funded by TETFund have explored inclusive education practices aimed at improving learning access for children with disabilities (Adebayo & Ogunleye, 2022). Anachuna et al. (2024) examined the influence of the Tertiary Education Trust Fund (TETFund) on infrastructure development and financial resource generation in public universities in Southeast Nigeria. Guided by two research questions and hypotheses tested at a 0.05 significance level, the study used a descriptive survey

method. The population included 231 staff members from five federal institutions in the region comprising 16 TETFund officials and 215 departmental heads. The entire population was used as the sample. A researcher-designed questionnaire, validated with a Cronbach's alpha of 0.72, was used to gather data. Findings revealed that TETFund significantly impacted physical infrastructural development in these institutions.

Similarly, Okoro and Agugum (2022) assessed the TETFund's role in infrastructural development in Bauchi State tertiary institutions. Using both primary and secondary data, the study employed descriptive and inferential statistics, with content analysis for secondary sources. A mean score benchmark of 3.00 validated the hypotheses. The research revealed that prior to TETFund intervention, infrastructure at Federal Polytechnic Bauchi was insufficient and malfunctioning. However, TETFund significantly improved infrastructural conditions in the institution. Ohaire-Udebu and Chukwuemeka (2024) focused on how infrastructure supports curriculum implementation in Nigerian tertiary institutions. Drawing from secondary data, the study highlighted the importance of both physical and technological infrastructure for effective teaching, learning, and administration. The authors emphasised the growing need for ICT facilities to meet 21st-century educational demands.

In another study, Oraka, Ogbodo, and Ezejiofor (2017) found that TETFund had a substantial impact on the growth of tertiary education in Nigeria. They noted that one of the Fund's major achievements was the development of critical infrastructure, which enhanced the overall educational experience across institutions. Ozurumba and Amasuoma (2015) stressed that inadequate funding undermines the foundation of education, leading to poor cognitive outcomes. Similarly, Osinulu and Daramola (2017), and Agha (2014), observed that the lack of adequate funding in the Nigerian education sector has greatly hindered the quality of output, negatively affecting institutional performance.

Fejoh (2022) assessed the effect of TETFund interventions on the sustainable development goals related to research, academic development, and the provision of instructional materials and laboratory equipment at Olabisi Onabanjo University, Ogun State. A descriptive survey method was used to collect data from 250 respondents selected from a population of 1,723 staff. Regression analysis revealed that TETFund significantly influenced the university's attainment of sustainable development goals. The study recommended increased Federal Government support for tertiary institutions through TETFund, along with a stronger focus on human resource development. Abana et al. (2024) studied the relationship between institutional administration and goal achievement in Cross River State tertiary institutions. Using a correlational research design, data were collected through the "Institutional Security Management and Goal Attainment of Tertiary Institutions Questionnaire" (ISMGATIQ), validated with a Cronbach's alpha of 0.88. Findings showed a significant correlation between institutional security (student and facility security management) and the successful attainment of tertiary education objectives.

Agha (2014) also explored the impact of TETFund's financial support on university performance using the African political economy model. Despite the Federal Government providing about 90% of university funding, systemic political and economic instability had hindered sustainable support. Agha found that inadequate resources negatively affected instructional quality and research output, concluding that insufficient learning resources impaired academic performance. In their study on TETFund's contributions to sustainable development at Ebonyi State University, Abakaliki, Udu and Nkwede (2014) argued that, despite TETFund interventions, many Nigerian tertiary institutions still



lack the resources to reach global educational standards. They concluded that prioritising learning resources would significantly enhance academic staff performance and institutional outcomes. Ugwanyi (2014), in a longitudinal study covering eleven years of TETFund's operation, found that the Fund significantly contributed to the development of Nigeria's tertiary education system. Nagbi and Micah (2019), citing this study, confirmed that various TETFund intervention projects had improved teaching and learning conditions for both students and staff across institutions.

Adavbiele et al. (2016) assessed the state of tertiary institutions prior to TETFund's establishment and found that the financial system was deeply flawed, hindering development. While acknowledging TETFund's contributions, more than 70% of respondents disagreed that the Fund had significantly improved university infrastructure. The study concluded that TETFund had fallen short in areas such as laboratory development, book acquisition, accommodation provision, and quality staff training, which are crucial for fostering a conducive teaching and learning environment.

## MATERIALS AND METHODS

The study adopted a descriptive survey research design, targeting all public universities in Southwest Nigeria as its population. Using a simple random sampling technique, four public universities were selected, from which 660 academic and non-academic staff were proportionately drawn using a stratified sampling technique. Two research instruments were employed for data collection: the TETFund Interventions Questionnaire (TIQ) and the University Goals Achievement Questionnaire (UGAQ). The TIQ was structured in two sections, with Section A gathering respondents' bio-data and Section B comprising ten items measuring TETFund interventions in areas such as physical infrastructure and learning resources. A 4-point Likert scale ranging from Strongly Agree (SA) to Strongly Disagree (SD) was used to capture respondents' opinions. The UGAQ was similarly divided into two sections: Section A captured respondents' information, while Section B contained twenty items measuring the achievement of university goals such as academic and research excellence, graduate employability, programme quality, and community engagement. A 5-point Likert scale was adopted, with ratings from Excellent (5) to Poor (1).

To ensure the instruments' validity, experts in Educational Management and Tests and Measurement assessed the content and face validity to confirm their appropriateness and relevance to the research objectives. Reliability was established using the test re-test method. Both questionnaires were administered twice within a two-week interval to a university not included in the study sample. The responses were correlated using Pearson Product Moment Correlation, resulting in reliability coefficients of 0.89 for the TIQ and 0.84 for the UGAQ, indicating strong internal consistency. Prior to data collection, the researcher obtained permission from the management of each selected university. The questionnaires were administered with the help of four trained research assistants one from each institution through a direct delivery and retrieval method to ensure a high return rate. The collected data were analysed using inferential statistics, and hypotheses were tested using Pearson's Product Moment Correlation at a 0.05 level of significance.

## RESULTS

**Ho 1:** There is no significant relationship between TETFund physical infrastructure intervention and University goals achievement.

**Table 1: Relationship between TETFund physical infrastructure and university goals achievement**

Variables	N	Mean	Stand Dev	r-cal	P-value
TETFund Physical Infrastructure	40	10.39	1.71	0.718*	0.000
University Goals Achievement	40	78.29	3.93		

\*P&lt;0.05

Table 1 showed that the r-cal value of 0.718 is significant at 0.05 level of significance because the P-value (0.000) < 0.05. The null hypothesis is rejected. This implies that there was a significant relationship between TETFund physical infrastructure and University goals achievement.

**Hypothesis 2:** There is no significant relationship between learning resources intervention and University goals achievement.

**Table 2: Relationship between TETFund learning resources and university goals achievement**

Variables	N	Mean	Stand Dev	r-cal	P-value
TETFund Learning Resources	40	11.04	1.99	0.604*	0.000
University Goals Achievement	40	78.29	3.93		

\*P&lt;0.05

Table 2 showed that the r-cal value of 0.604 is significant at 0.05 level of significance because the P-value (0.000) < 0.05. The null hypothesis is rejected. This implies that there was a significant relationship between learning resources and University goals achievement.

## DISCUSSION

The study revealed there was a significant relationship between TETFund physical infrastructure intervention and University goals achievement. The findings may be explained by the significant influence that conducive learning environments and adequate infrastructure have on improving academic performance and overall institutional operations. Educational settings that are well-maintained and properly equipped tend to promote efficient teaching, learning, and administration. This outcome is consistent with the research of Anachuna et al. (2024), which highlighted the positive impact of TETFund on physical infrastructure development in federal institutions within Southeast Nigeria. Likewise, Okolo et al. (2022) reported notable improvements in the physical facilities of Federal Polytechnic Bauchi due to TETFund interventions, addressing previously inadequate and defective infrastructure. In a similar vein, Ohaire-Udebu and Chukwuemeka (2024) underscored the importance of modern physical and technical infrastructure for effective curriculum execution and enhanced institutional outcomes. Additionally, the study by Oraka, Ogbodo, and Ezejiofor (2017) affirmed TETFund's pivotal role in supporting the infrastructural growth of tertiary institutions across Nigeria. These findings imply that sustained and prioritised investment in physical infrastructure by TETFund is vital for realising institutional objectives. They also stress the importance of routine supervision and upkeep of current facilities to preserve educational standards and boost staff performance in universities.

It was revealed that there was a significant relationship between TETFund learning resources intervention and University goals achievement. This outcome may be linked to the significant impact that instructional materials have on enhancing both teaching and learning experiences, ultimately contributing to improved institutional performance. It is also plausible that focused funding from TETFund has facilitated the procurement of vital educational tools and technologies, thereby boosting academic output and student achievement. This result is consistent with the findings of Fejoh (2022), who reported that the availability of instructional materials and laboratory equipment supplied through TETFund positively influenced sustainable academic development. In the same vein, Udu and Nkwede (2014) emphasised the importance of learning resources in enhancing staff effectiveness, although they also noted ongoing financial constraints in the provision of such resources. Furthermore, the works of Ugwanyi (2014) and Nagbi and Micah (2019) affirmed that intervention initiatives have led to notable improvements in the teaching and learning environments of Nigerian higher education institutions. On the other hand, Agha (2014) and Adavbiele et al. (2016) offered more critical viewpoints, suggesting that despite considerable investment, numerous colleges continue to grapple with substandard instructional resources and inadequate learning conditions. This indicates that financial allocation alone does not guarantee effective implementation. The broader implication is that, although TETFund-supported resources hold great potential for fostering institutional success, their true value lies in strategic distribution, proper oversight, and efficient usage.

## CONCLUSION

The study revealed a statistically significant relationship between TETFund interventions both in terms of physical infrastructure and learning resources and the achievement of university goals. The strong correlation coefficients indicate that improvements in these areas positively influence institutional performance. These findings suggest that TETFund interventions contribute meaningfully to the realisation of core university objectives, including quality education delivery, enhanced research capacity, and institutional efficiency.

## Recommendations

Based on the findings of this study, the following recommendations were made

1. Given the significant positive relationship between physical infrastructure and university goal achievement, it is recommended that TETFund continue to prioritise and increase its investments in the development and maintenance of physical facilities across universities. This includes classroom buildings, laboratories, libraries, and administrative blocks.
2. Since learning resources also play a crucial role in achieving institutional goals, TETFund and university management should focus on the continuous supply and upgrading of educational materials such as textbooks, digital resources, research equipment, and ICT tools to further support academic excellence.
3. To ensure the effectiveness and sustainability of TETFund interventions, there should be regular assessment and maintenance of both physical infrastructure and learning resources. This will help identify gaps early and maintain high standards in educational delivery and institutional performance.
4. Universities should foster active participation of internal stakeholders (staff and students) in the planning and utilisation of TETFund projects. Transparency in fund utilisation and regular reporting can improve accountability and ensure that interventions are aligned with institutional priorities..



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