



Assessment of TETFund's Interventions on the Provision of Academic Staff Training and Development in Public Tertiary Institutions in North West Nigeria

¹Kamar Oyejide Fayinka ²C. E. Edemenang, ³Adam Muhammad, ⁴Samaila Hamza
Faculty of Technology Education,
Abubakar Tafawa Balewa University, Bauchi

ABSTRACT

*This article assesses Tertiary Education Trust Fund (TETFund) interventions in academic staff training and development in public tertiary institutions in North West Nigeria, grounded in Human Capital Theory. A descriptive survey design was used, collecting data from 279 Heads of Academic Departments across federal and state institutions in Kano, Katsina, and Sokoto states. The researcher developed questionnaire was validated by experts and reliable (Cronbach's $\alpha = 0.752$). Data were analysed using descriptive statistics, independent samples *t* test, and Cohen's *d*. Findings revealed that TETFund's overall intervention was rated to a high extent (grand mean = 3.55). Sponsorship for postgraduate degrees (mean = 4.17) and teaching practice (mean = 3.77) were rated high, while conference attendance (mean = 3.14) and post-doctoral fellowships (mean = 3.13) were moderate. A statistically significant difference was found between federal and state institutions ($t(277) = 8.203, p < 0.05$), with federal institutions scoring higher. The large effect size (Cohen's $d = 0.983$) indicates a substantial practical disparity. From a human capital perspective, the inequitable distribution of staff development investments undermines optimal returns in state institutions. The study concludes that although TETFund has made appreciable contributions, state institutions remain significantly disadvantaged. Recommendations include targeted funding for state institutions, simplified administrative procedures, and capacity building initiatives to ensure equitable human capital development.*

ARTICLE INFO

Article History

Received: November, 2025

Received in revised form: December, 2025

Accepted: February, 2026

Published online: March, 2026

KEYWORDS

TETFund, Academic Staff Training, Human Capital Theory, Staff Development, Tertiary Institutions

INTRODUCTION

The quality of tertiary education is inextricably linked to the quality of its academic staff. Faculty members are the primary drivers of teaching, research, and community engagement; thus, sustained investment in their professional development is essential for institutional effectiveness. Recognising this, the Nigerian government established the Tertiary Education Trust Fund (TETFund) in 2011 as an intervention agency dedicated to providing targeted support to public tertiary institutions; universities, polytechnics, and colleges of education. TETFund's mandate covers six strategic

intervention areas: physical infrastructure, academic staff training and development, research and innovation, library development, information and communication technology (ICT) support, and journal/book publication.

Among these, academic staff training and development occupies a pivotal position. Investments in infrastructure, libraries, and technology yield optimal returns only when supported by a competent, motivated, and continuously developing academic workforce. TETFund's interventions in this domain include sponsorship for postgraduate degrees, conference attendance, post-doctoral fellowship

Corresponding author: Kamar Oyejide Fayinka

fayinkakot@gmail.com

Faculty of Technology Education, Abubakar Tafawa Balewa University, Bauchi.

© 2026. Faculty of Technology Education. ATBU Bauchi. All rights reserved



programmes, and participation in teaching practice initiatives. These interventions aim to increase the proportion of staff with advanced qualifications, enhance research capacity, improve pedagogical skills, and ultimately raise the quality of teaching and learning.

The North-West geopolitical zone of Nigeria provides a critical context for examining these interventions. As the most populous region in the country, with an estimated population of approximately 60.15 million in 2022 (Grokopedia, 2025), the North-West faces immense demand for tertiary education. The region comprises seven states, namely: Jigawa, Kaduna, Kano, Katsina, Kebbi, Sokoto, and Zamfara and hosts 51 public tertiary institutions. These institutions serve a diverse population characterised by the dominant Hausa-Fulani culture, significant agrarian livelihoods, and varying levels of infrastructural development.

Despite the importance of academic staff development, concerns persist regarding the adequacy, equity, and effectiveness of TETFund's interventions in this area, particularly between federal and state-owned institutions. Existing literature has documented positive impacts of TETFund on staff development (Ra'is et al., 2025; Adamu, 2024; Nduagu & Saidu, 2021), yet significant gaps remain regarding regional variations and ownership-based disparities. The North-West region, in particular, remains underexplored, with most studies concentrated in the South-East, South-West, and South-South zones. This study therefore addresses the extent of TETFund intervention on the provision of academic staff training and development in public tertiary institutions in North-West Nigeria, guided by the study objectives, research question and hypothesis

Statement of the Problem

The development of academic staff is fundamental to achieving quality tertiary education. TETFund allocates substantial resources annually to sponsor staff for postgraduate studies, conferences, post-doctoral fellowships, and teaching practice programmes. However, anecdotal evidence suggests significant

variations in the extent to which institutions, especially those in the North-West region, benefit from these interventions. Furthermore, concerns have been raised about potential disparities between federal and state-owned institutions in accessing and utilising staff development funds.

The problem is compounded by several factors. First, limited empirical research exists on the actual extent of TETFund's staff training interventions in the North-West region. Second, the comparative experiences of federal and state institutions regarding staff development support have not been systematically examined. Third, while TETFund's guidelines specify intervention frameworks, implementation realities often differ across institutional contexts. Fourth, the practical significance of observed differences between federal and state institutions remains unexplored, with previous studies focusing primarily on statistical significance without examining effect sizes that indicate real-world importance.

Objectives of the Study

The main objective was to assess TETFund's interventions on provision of academic staff training and development in public tertiary institutions in North-West Nigeria. Specifically, the study aimed to:

1. Determine the extent of TETFund's interventions on the provision of academic staff training and development in public tertiary institutions in North-West Nigeria.
2. Compare the extent of TETFund's staff training interventions between federal and state-owned public tertiary institutions in North-West Nigeria.
3. Ascertain the practical significance of any differences on the provision of staff training interventions between federal and state institutions.

Research Questions

The study was guided by the following research question:

1. To what extent has TETFund intervened on the provision of academic staff training and development in public



tertiary institutions in North-West Nigeria?

Research Hypothesis

The following null hypothesis was tested at the 0.05 level of significance:

H₀: There is no significant difference in the mean responses of the Heads of Academic Departments (HODs) from state and federal government-owned tertiary institutions on TETFund's interventions in the provision of academic staff training and development in North-West Nigeria.

Significance of the Study

This study holds significance for multiple stakeholders. For policymakers and TETFund management, the findings provide empirical evidence on the effectiveness and equity of staff training interventions, enabling evidence-based decision-making. For institutional administrators, particularly in the North-West region, the study highlights areas of strength and weakness in accessing TETFund support. For academic staff, the findings illuminate available opportunities for professional development. The study also contributes to the body of knowledge on education funding and human capacity development in developing country contexts.

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

Conceptual Framework

TETFund: Origin, Mandate, and Intervention Areas

The Tertiary Education Trust Fund (TETFund) was established by the TETFund Act of 2011, replacing the Education Tax Fund (ETF) which had operated since 1993. The fund's primary mandate is to provide supplementary support to public tertiary institutions through targeted interventions aimed at improving infrastructure, staff capacity, research output, and overall educational quality. TETFund derives its resources from a 2% education tax levied on the assessable profits of companies registered in

Nigeria, making it one of the most significant funding mechanisms for tertiary education in the country.

TETFund's intervention framework is structured around six strategic areas, of which academic staff training and development is one. This area encompasses sponsorship for postgraduate degrees (both within and outside Nigeria), conference attendance, post-doctoral fellowship programmes, teaching practice participation, and professional development workshops.

Academic Staff Training and Development

Academic staff training and development encompasses a range of activities designed to enhance the knowledge, skills, competencies, and effectiveness of faculty members. Within the TETFund context, this includes:

Postgraduate Degree Sponsorship: The largest component, aimed at increasing the proportion of staff with master's and doctoral degrees.

Conference Attendance: Sponsorship for local and international conferences to enable staff to present research, network, and stay abreast of developments.

Post-Doctoral Fellowship Programmes: Support for early-career scholars to engage in advanced research under mentorship.

Teaching Practice Participation: Support for pedagogical training, curriculum development, and instructional improvement.

Theoretical Framework

This study is primarily framed within Human Capital Theory, originally developed by Schultz (1961) and Becker (1964). The theory posits that individuals possess a stock of knowledge, skills, and abilities that constitute a form of capital human capital, which can be invested in through education and training to enhance productivity and economic returns. Investments in education and training yield both private returns (higher earnings, better career prospects) and social returns (increased



economic growth, innovation, and social well-being).

In the context of tertiary education, academic staff are the primary human capital assets of institutions. Their knowledge, research capabilities, and teaching skills directly determine the quality of educational outputs. Consequently, investments in staff training and development such as postgraduate sponsorships, conference attendance, and post-doctoral fellowships are fundamentally human capital investments that increase the stock of expertise within institutions, enhance research productivity, and improve the quality of graduates produced.

Human Capital Theory provides a powerful justification for TETFund's staff development interventions: they are not merely welfare benefits but strategic investments that generate long-term returns for individuals, institutions, and the nation. The theory also highlights the importance of equitable distribution of such investments; disparities in human capital development between federal and state institutions can lead to uneven institutional performance and perpetuate regional inequalities.

Empirical Review

A growing body of empirical research has examined TETFund's interventions in Nigerian tertiary institutions, with several studies specifically addressing staff training and development. Ra'is, Ibrahim, and Musa (2025) investigated the impact of TETFund interventions on academic staff development in North-Central Nigerian universities using a descriptive survey with 250 academic staff. They found that TETFund-sponsored postgraduate training significantly enhanced staff qualifications and research productivity. Beneficiaries demonstrated higher research output and improved teaching effectiveness compared to non-beneficiaries. However, challenges such as delayed fund release and inadequate supervision were noted.

Adamu (2024) examined staff development programmes in federal universities in North-East Nigeria. Using a mixed-methods approach, the study found that staff training interventions significantly improved the proportion

of PhD-holding faculty. Conference attendance support was underutilised due to bureaucratic procurement processes that delayed fund release until after conference dates. The researcher recommended streamlining approval processes. Nduagu and Saidu (2021) investigated the influence of TETFund interventions on staff capacity development in Colleges of Education in North-Central Nigeria using a correlational design. They reported a significant positive relationship ($r = 0.724, p < 0.05$) between TETFund interventions and staff capacity development, noting improvements in staff qualifications, pedagogical skills, and professional development.

Kalu and Onwuchekwa (2025) conducted a comparative study of TETFund interventions in federal and state universities in South-East Nigeria. Their findings revealed significant differences in favour of federal institutions across all intervention areas, including staff training and development. They attributed these disparities to differences in institutional capacity for proposal development, fund management, and project implementation, recommending targeted capacity-building for state institutions.

Yakubu, Nasir, and Ubale (2025) focused on Colleges of Education in North-West Nigeria, examining TETFund's influence on instructional facilities and staff development. They found that while TETFund had positively impacted staff development, gaps remained in the adequacy of support for conference attendance and post-doctoral programmes. Security challenges in the region had also affected implementation.

Opoh, Eze, and Odey (2025) investigated the relationship between TETFund interventions and educational quality at the University of Calabar. They found that staff training interventions, alongside infrastructure and instructional materials, contributed significantly to enhanced teaching and learning outcomes. However, the impact of training was mediated by the availability of complementary resources.



Gaps in Literature

The literature review reveals several gaps that this study addresses:

Location Gap: Existing studies are concentrated in South-East, South-West, and North-Central Nigeria, with limited research focusing on the North-West region.

Comparative Gap: Few studies have employed effect size measures (e.g., Cohen's *d*) to indicate the practical significance of observed differences between federal and state institutions.

Comprehensive Assessment Gap: Many studies focus on single institutions or limited intervention areas; this study provides a comprehensive assessment of staff training across multiple institutions.

Methodological Gap: Some previous studies used only descriptive analyses; this study employs both descriptive and inferential statistics, including effect size calculations.

Theoretical Gap: Few studies have explicitly applied Human Capital Theory to analyse TETFund's staff development interventions, particularly regarding the equity of human capital investments across federal and state institutions. This study addresses that gap by using human capital principles to interpret disparities in intervention outcomes.

enabled the assessment and comparison of the extent of TETFund interventions across federal and state public tertiary institutions. Structured questionnaires facilitated systematic data collection from a large population, supporting reliable analysis and policy-relevant conclusions.

Area of the Study

The research was conducted in the North-West region of Nigeria. The zone occupies the north-western part of the country, sharing an international border with the Republic of Niger to the north and domestic boundaries with the North-East and North-Central zones. It comprises seven states: Jigawa, Kaduna, Kano, Katsina, Kebbi, Sokoto, and Zamfara. The region is predominantly Hausa-Fulani and is the most populous geopolitical zone in Nigeria, with an estimated population of approximately 60.15 million in 2022 (Grokopedia, 2025). This high population, combined with substantial educational demand and infrastructural needs, makes the North-West a critical area for TETFund interventions.

Population of the Study

The target population comprised 1,452 Heads of Academic Departments (HODs) across 51 public tertiary institutions in North-West Nigeria. HODs occupy a strategic position between institutional management and departmental operations, making them well suited to assess the integration and outcomes of TETFund interventions. Their direct involvement in proposal development, project supervision, fund utilisation, and reporting provide first-hand, experience-based insights.

METHODOLOGY

Research Design

This study adopted a descriptive survey design, following the approach recommended by Creswell (2009) for examining existing conditions without manipulating variables. The design

Table 1: Population of the Study

S/N	State	Federal Institutions	State Institutions	HODs (Federal)	HODs (State)	Total
1	Jigawa	3	5	45	153	198
2	Kaduna	5	3	201	127	328

Corresponding author: Kamar Oyejide Fayinka

fayinkakot@gmail.com

Faculty of Technology Education, Abubakar Tafawa Balewa University, Bauchi.

© 2026. Faculty of Technology Education. ATBU Bauchi. All rights reserved



S/N	State	Federal Institutions	State Institutions	HODs (Federal)	HODs (State)	Total
3	Kano	5	5	182	159	341
4	Katsina	4	4	68	93	161
5	Kebbi	4	3	75	67	142
6	Sokoto	2	4	89	70	159
7	Zamfara	3	3	64	59	123
Total		26	27	724	728	1,452

Source: *Field Survey (2025)*

Sample and Sampling Technique

A multi-stage cluster sampling technique was employed. Stage 1 clustered the seven states into three groups: (1) Jigawa and Kano, (2) Kaduna and Katsina, (3) Kebbi, Sokoto, and Zamfara. Stage 2 used convenience sampling to select one state from each cluster (Kano, Katsina, and Sokoto) based on accessibility,

security, and logistical feasibility. Stage 3 applied proportionate sampling to draw 306 HODs from the 24 public tertiary institutions in the selected states, ensuring representation of federal and state institutions. Stage 4 used simple random sampling to select individual HODs from institutional lists.

Table 2: Sample of HODs Used for the Study

S/N	State	Federal Institutions	State Institutions	HODs (Federal)	HODs (State)	Total
1	Kano	5	5	84	74	158
2	Katsina	4	4	31	43	74
3	Sokoto	2	4	42	32	74
Total		11	13	153	146	306

Source: *Research Advisor (2025)*

Instrument for Data Collection

The instrument was a researcher-developed questionnaire titled

“Assessment of TETFund’s Interventions in Public Tertiary Institutions Questionnaire (ATIPTIQ).” It comprised two parts: Part A captured demographic and institutional information; Part B

Corresponding author: Kamar Oyejide Fayinka

fayinkakot@gmail.com

Faculty of Technology Education, Abubakar Tafawa Balewa University, Bauchi.

© 2026. Faculty of Technology Education. ATBU Bauchi. All rights reserved



contained items assessing the intervention areas, with four items specifically addressing academic staff training and development. Items were rated on a five-point scale: Very High Extent (5), High Extent (4), Moderate Extent (3), Low Extent (2), and Very Low Extent (1).

Validation of the Instrument

The draft questionnaire was reviewed and evaluated by two specialists in Measurement and Evaluation, Educational Administration and Planning. The validators assessed clarity, relevance, alignment with study objectives, and comprehensiveness. Feedback was used to refine items, ensuring content validity.

Reliability of the Instrument

The ATIPTIQ was pilot-tested with 30 respondents from public tertiary institutions in Bauchi and Gombe states (outside the study area). Reliability was assessed using Cronbach's alpha, yielding a coefficient of 0.752 for the overall instrument.

Method of Data Collection

Official letters of introduction from the Department of Educational Foundations, Abubakar Tafawa Balewa University, Bauchi, accompanied by formal research permission requests, were submitted to each selected institution. Upon approval, the researcher and trained field personnel personally administered

questionnaires to sampled HODs to ensure a high retrieval rate. Participation was voluntary, informed consent was obtained, and confidentiality was maintained. Out of 306 questionnaires distributed, 279 were completed, returned, and deemed valid, yielding a response rate of 91.2%.

Method of Data Analysis

Data were analysed using descriptive and inferential statistics. Descriptive statistics (mean and standard deviation) summarised the perceived extent of interventions. Mean scores were interpreted using a 5-point scale: 4.50–5.00 (Very High Extent), 3.50–4.49 (High Extent), 2.50–3.49 (Moderate Extent), 1.50–2.49 (Low Extent), and 1.00–1.49 (Very Low Extent). For inferential analysis, an independent samples t-test was conducted at $\alpha = 0.05$. The decision rule was to reject the null hypothesis when $p \leq 0.05$. Effect size (Cohen's d) was calculated to determine practical significance, with thresholds: $d = 0.2$ (small), $d = 0.5$ (medium), $d = 0.8$ (large).

RESULTS

Answer to Research Question One

Research Question One: To what extent has TETFund intervened on the provision of academic staff training and development in public tertiary institutions in North-West Nigeria?

Table 3: Descriptive Statistics on the Extent of TETFund's Interventions on the Provision of Academic Staff Training and Development

S/N	Statement	Mean	Std. Dev	Decision
5	Academic staff for postgraduate degrees	4.17	0.92	High Extent
6	Academic staff attendance at conferences	3.14	1.28	Moderate Extent
7	Post-doctoral fellowship programs	3.13	1.36	Moderate Extent
8	Staff participation in teaching practice	3.77	1.19	High Extent

Corresponding author: Kamar Oyejide Fayinka
fayinkakot@gmail.com
 Faculty of Technology Education, Abubakar Tafawa Balewa University, Bauchi.
 © 2026. Faculty of Technology Education. ATBU Bauchi. All rights reserved



S/N	Statement	Mean	Std. Dev	Decision
	Grand Mean	3.55	1.19	High Extent

Source: Field Survey (2025)

The results in Table 3 show that TETFund's sponsorship of academic staff for postgraduate degrees was rated to a high extent (mean = 4.17, SD = 0.92). Funding for staff participation in teaching practice was also rated high (mean = 3.77, SD = 1.19). Support for conference attendance (mean = 3.14, SD = 1.28) and post-doctoral fellowship programmes (mean = 3.13, SD = 1.36) was rated moderate. The grand mean of 3.55 (SD = 1.19) falls within the high extent range, indicating that TETFund's overall intervention on the provision of academic staff

training and development is perceived to be to a high extent.

Testing Research Hypothesis

Research Hypothesis: There is no significant difference in the mean responses of the heads of academic departments (HODs) from state and federal government-owned tertiary institutions on TETFund's interventions on the provision of academic staff training and development in North-West Nigeria.

Table 4: Independent Samples t-test on Staff Training and Development

Ownership	N	Mean	SD	t	df	p-value	Decision
Federal	141	15.49	2.43	8.203	277	0.000	Reject H ₀
State	138	12.93	2.76				

Source: Field Survey (2025)

Levene's test for equality of variances was significant ($F = 4.563, p = 0.033$), indicating unequal variances; therefore, equal variances were not assumed. The independent samples t-test revealed a statistically significant difference in the mean responses of HODs from federal and state institutions, $t(277) = 8.203, p = 0.000 < 0.05$. Federal institutions reported significantly higher mean scores (mean = 15.49, SD = 2.43) compared to state institutions (mean = 12.93, SD = 2.76). The null hypothesis is therefore rejected. Cohen's d was calculated as 0.983, indicating a large effect size, meaning the practical difference is substantial.

Summary of Findings

1. TETFund's overall intervention in academic staff training and development was rated to a high extent (grand mean = 3.55).
2. Sponsorship for postgraduate degrees (mean = 4.17) and teaching practice participation (mean = 3.77) were rated high; conference attendance (mean = 3.14) and post-doctoral fellowships (mean = 3.13) were rated moderate.
3. A statistically significant difference exists between federal and state institutions in staff training interventions ($t(277) = 8.203, p < 0.05$), with federal institutions scoring higher.

Corresponding author: Kamar Oyejide Fayinka

fayinkakot@gmail.com

Faculty of Technology Education, Abubakar Tafawa Balewa University, Bauchi.

© 2026. Faculty of Technology Education. ATBU Bauchi. All rights reserved



- The large effect size (Cohen's $d = 0.983$) indicates a practically significant disparity.

DISCUSSION

The findings reveal that TETFund's overall intervention in academic staff training and development is perceived to a high extent (grand mean = 3.55), with postgraduate degree sponsorship rated highest (mean = 4.17). This aligns with earlier studies (Ra'is et al., 2025; Adamu, 2024) and, from a human capital perspective (Becker, 1964), represents a strategic investment that enhances staff productivity and institutional quality. However, moderate ratings for conference attendance (mean = 3.14) and post-doctoral fellowships (mean = 3.13) suggest underinvestment in continuous professional development, which may lead to skill depreciation over time.

A statistically significant and practically large disparity exists between federal and state institutions (Cohen's $d = 0.983$), with federal institutions accumulating human capital faster. This disparity constitutes an efficiency loss, as optimal human capital investment requires equitable distribution to maximise social returns (Becker, 1964). Resource Dependency Theory (Pfeffer & Salancik, 1978) explains the gap: federal institutions possess stronger administrative capacity to navigate TETFund processes, while state institutions face additional bureaucratic hurdles. Systems Theory further underscores that staff training effectiveness depends on complementary infrastructure, implying that disparities in other intervention areas compound the problem. Practical implications include the need for TETFund to address equity, state governments to streamline approvals, and institutions to strengthen proposal development capacity.

CONCLUSION AND RECOMMENDATIONS

Conclusion

This study assessed TETFund's interventions in academic staff training and development in North-West Nigeria through the lens of Human Capital Theory. TETFund has

made appreciable contributions, particularly in postgraduate sponsorship and teaching practice. However, support for conference attendance and post-doctoral fellowships remains moderate, indicating areas requiring further investment. Critically, a significant and practically large disparity exists between federal and state institutions (Cohen's $d = 0.983$), with federal institutions benefiting substantially more. From a human capital perspective, this inequity undermines optimal social returns and threatens to widen quality gaps. While TETFund has largely fulfilled its mandate, persistent ownership-based disparities demand more balanced allocation strategies and targeted capacity-building initiatives.

RECOMMENDATIONS

- Expand conference and post-doctoral support:** Increase funding, simplify procedures, and ensure timely fund release to maintain and upgrade human capital beyond degree acquisition.
- Prioritise state institutions:** Introduce dedicated quotas, mentorship programmes with federal institutions, and capacity-building workshops on proposal development and fund management.
- Strengthen administrative capacity:** State institutions should establish staff development offices, invest in project management skills, and foster continuous professional development.
- Simplify bureaucratic processes:** Reduce documentation requirements, streamline approval chains, and implement electronic submission systems to enhance access, particularly for state institutions.
- Encourage collaboration:** Promote staff exchange and collaborative research between federal and state institutions to facilitate knowledge transfer and mentorship.

Corresponding author: Kamar Oyejide Fayinka

fayinkakot@gmail.com

Faculty of Technology Education, Abubakar Tafawa Balewa University, Bauchi.

© 2026. Faculty of Technology Education. ATBU Bauchi. All rights reserved



6. **Strengthen monitoring and evaluation:** Track resource distribution across institutions and integrate human capital metrics (staff qualifications, research output, teaching quality) into TETFund's performance assessment framework.

REFERENCES

- Adamu, A. (2024). Staff development programs in federal universities in North-East Nigeria: An assessment of TETFund interventions. *Journal of Educational Administration and Policy Studies*, 16(2), 45–58.
- Becker, G. S. (1964). *Human capital: A theoretical and empirical analysis, with special reference to education*. New York: National Bureau of Economic Research.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Grokipedia. (2025). Nigeria: Population by geopolitical zones. Retrieved from <https://www.grokipedia.com/nigeria-population-geopolitical-zones> (accessed 15 March 2025).
- Kalu, I. A., & Onwuchekwa, F. O. (2025). Comparative analysis of TETFund interventions in federal and state universities in South-East Nigeria. *Nigerian Journal of Educational Administration and Planning*, 24(1), 78–94.
- Nduagu, P. N., & Saidu, A. (2021). Influence of TETFund interventions on staff capacity development in Colleges of Education in North-Central Nigeria. *Educational Research and Reviews*, 16(5), 189–198.
- Opo, F. A., Eze, J. U., & Odey, C. O. (2025). TETFund interventions and educational quality at the University of Calabar. *Global Journal of Educational Research*, 24(1), 34–48.
- Pfeffer, J., & Salancik, G. R. (1978). *The external control of organizations: A resource dependence perspective*. New York: Harper & Row.
- Ra'is, A., Ibrahim, M., & Musa, A. (2025). Impact of TETFund interventions on academic staff development in North-Central Nigerian universities. *Journal of Higher Education in Africa*, 23(1), 45–62.
- Schultz, T. W. (1961). Investment in human capital. *The American Economic Review*, 51(1), 1–17.
- Yakubu, A., Nasir, A., & Ubale, A. (2025). TETFund interventions in Colleges of Education in North-West Nigeria: Instructional facilities and staff development. *Journal of Educational Foundations*, 19(1), 67–82.