



Assessment of the Contributions of Tertiary Education Trust Fund (TETFund) on the Advancement of Colleges of Education in North-West Zone, Nigeria

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ABSTRACT

Institutional capacity building in teacher education is fundamental to sustaining national development, yet public Colleges of Education in developing nations face severe resource constraints. This study evaluated the contributions of the Tertiary Education Trust Fund (TETFund) toward staff and research development across public Colleges of Education in North-West Nigeria. Utilizing a descriptive survey design, data were gathered from a target population of 6,969 academic personnel, management staff, and TETFund desk officers across 13 public institutions. A structured questionnaire (TETFCAS-Q) was administered to a stratified sample of 356 respondents. Descriptive statistics (mean and standard deviation) answered the research questions, while a one-way Analysis of Variance (ANOVA) tested the null hypotheses at an alpha level of 0.05. Descriptive findings indicated that respondents strongly agreed that TETFund interventions positively enhanced staff training, conference attendance, research grant accessibility, and output capacity (overall mean = 3.77 and 3.83 out of 5.00, respectively). However, inferential analysis revealed significant differences in stakeholder perceptions across administrative and academic ranks regarding the operational efficacy and accessibility of these interventions. The study concludes that while TETFund remains a vital catalyst for institutional development, structural disparities persist in resource allocation and operational execution. Strategic policies prioritizing equitable grant access, robust internal research management frameworks, and targeted professional development are recommended.

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INTRODUCTION

National economic transformation and sustainable development are intrinsically linked to functional, high-quality educational systems. Within developing nations, tertiary education institutions serve as the primary engines for human capital development, scientific innovation, and teacher preparation. In Nigeria, Colleges of Education occupy a strategic position within the tertiary architecture, tasked with training professional educators for basic and post-basic education levels. However, public higher education in Nigeria has historically faced severe systemic bottlenecks, characterized by budgetary

deficits, infrastructural decay, and inadequate funding for academic research and professional development.

To mitigate these resource deficits, the Federal Government of Nigeria established the Education Tax Fund (ETF) via Act No. 7 of 1993, later amended and renamed the Tertiary Education Trust Fund (TETFUND) under the TETFund Act of 2011. TETFund is mandated to manage, disburse, and monitor the two percent (2%) education tax levied on the assessable profits of registered companies operating within Nigeria. These funds are allocated to public tertiary institutions—universities, polytechnics,

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and colleges of education specifically for essential physical infrastructure, instructional material development, academic staff training, and scholarly research.

Despite decades of intervention funding, public Colleges of Education in the North-West geopolitical zone of Nigeria continue to report operational challenges regarding instructional quality, staff capacity, and research output. While administrative bodies maintain that interventions are comprehensive, academic end-users frequently highlight administrative delays, inequitable access, and execution bottlenecks. Existing empirical literature primarily focuses on university interventions, leaving a critical empirical gap regarding how TETFund interventions impact teacher training institutions within historically underserved geopolitical zones. This study addresses this empirical gap by critically evaluating TETFund's contributions to staff development and research capacity building across public Colleges of Education in North-West Nigeria.

Objectives of the Study

The study has the following specific objectives; which are to:

1. Ascertain the contribution of TETFund staff development interventions (conferences and workshops) to the advancement of Colleges of Education in North-West Nigeria.
2. Examine the contribution of TETFund research development interventions (grants, equipment, and publication support) to the advancement of Colleges of Education in North-West Nigeria

Research Questions

In the light of the foregoing, the following research questions shall be answered in the study:

1. In what ways do TETFund staff development interventions contribute to the advancement of Colleges of Education in North-West Nigeria?

2. How do TETFund research development interventions lead to the advancement of Colleges of Education in North-West Nigeria?

Research Hypotheses

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

1. Ho1: There is no statistically significant difference in the mean responses of Desk Officers, Lecturers, and Management Staff regarding the contribution of TETFund staff development interventions to the advancement of Colleges of Education in North-West Nigeria.
2. Ho2: There is no statistically significant difference in the mean responses of Desk Officers, Lecturers, and Management Staff regarding the contribution of TETFund research development interventions to the advancement of Colleges of Education in North-West Nigeria.

METHODOLOGY

This study utilized a quantitative descriptive survey research design. This design was chosen because it allows for the systematic collection of standardized data across multiple institutional cadres without manipulating the existing operational variables. The study was conducted across public Colleges of Education located in the North-West geopolitical zone of Nigeria (comprising Jigawa, Kaduna, Kano, Katsina, Kebbi, Sokoto, and Zamfara states).

The target population comprised **6,969** key personnel across all 13 public (Federal and State) Colleges of Education in North-West Nigeria as of June, 2026. This population consisted of 6,878 Academic Staff (Lecturers), 78 Management Staff, and 13 TETFund Desk Officers.

Using Krejcie and Morgan's (1970) deterministic table for sample size estimation, a minimum representative sample of 356 respondents was determined. A stratified random sampling technique was deployed to ensure proportional representation across the three



primary stakeholder strata (Lecturers, Management Staff, and TETFund Desk Officers) across the sampled institutions. Data were gathered using a researcher-developed instrument titled the Assessment of TETFund Contributions to the Advancement of Colleges of Education Questionnaire (TETFCAS-Q). The instrument comprised structured, closed-ended items scored on a 5-point Likert scale: Strongly Agree (SA) = 5, Agree (A) = 4, Undecided (U) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1. The overall mean decision benchmark was fixed at 3.00. Items securing a mean score ≥ 3.00 were classified as indicating positive agreement/contribution, whereas scores < 3.00 indicated disagreement.

Content and face validity of the TETFCAS-Q instrument were established through critical review by three senior experts in Educational Measurement and Evaluation from the Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria. Instrument reliability was established via a pilot study administered to a sample of 30 academic and administrative personnel at the Niger State College of Education, Minna (an institution outside

the primary study zone but possessing identical operational characteristics). The pilot data yielded an overall internal consistency coefficient of $r = 0.64$. Field data collection was executed over six weeks by the primary researcher assisted by five trained research assistants. Descriptive statistics (frequency counts, percentages, arithmetic means, and standard deviations) were calculated to answer the research questions. Inferential statistics specifically a one-way Analysis of Variance (ANOVA) were executed at $\alpha = 0.05$ to evaluate the null hypotheses testing differences across the three independent respondent groups.

RESULTS

Question one:

In what ways does Tertiary Education Trust Fund (TETFund) on Staff Development contribute to the advancement of colleges of Education in North-West, Nigeria?

The research question was analyzed using descriptive statistics of mean and standard deviation. The summary of the analysis is presented in Table 1.

Table 1: Ascertain the contribution of tertiary education trust fund (TETFund) on staff development in advancement of colleges of education in North-west, Nigeria.

S/N	Item Statements	Category of Respondents	SA	A	U	D	SD	Mean
1	TETFund sponsors staff to attend local conferences	Lecturers	14	9	3	4	3	4.10
		Mgt Staff	48	30	15	18	15	3.37
		Desk Off.	102	52	22	19	13	3.62
2	TETFund sponsors staff to attend overseas conferences	Lecturers	16	8	3	3	3	4.05
		Mgt Staff	66	23	12	11	14	3.83
		Desk Off.	98	49	18	31	12	3.62
3	TETFund is finances the publicity of conferences in colleges of education	Lecturers	12	9	3	6	3	4.06
		Mgt Staff	67	28	13	10	8	4.06
		Desk Off.	83	55	18	26	26	3.46
4	TETFund provides financial support for colleges of education to organize conferences	Lecturers	11	9	5	3	5	4.11
		Mgt Staff	66	25	13	14	8	4.06
		Desk Off.	117	66	15	6	4	3.15
5	TETFund provide stipend for keynote speakers during conferences	Lecturers	14	10	4	3	2	3.91
		Mgt Staff	53	30	16	15	12	3.76
		Desk Off.	111	67	9	11	10	3.23
6		Lecturers	17	8	2	3	3	4.01
		Mgt Staff	69	38	5	8	6	3.89

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S/N	Item Statements	Category of Respondents	SA	A	U	D	SD	Mean
	TETFund provide financial support for colleges of education to organize workshops	Desk Off.	116	61	11	12	8	3.31
7	TETFund sponsors staff to attend local workshops	Lecturers	13	8	6	4	2	3.73
		Mgt Staff	88	17	6	9	6	3.97
		Desk Off.	56	80	25	24	23	3.46
8	TETFund sponsors staff to attend overseas workshops	Lecturers	12	11	5	3	2	4.06
		Mgt Staff	66	26	10	15	9	3.90
		Desk Off.	117	61	10	10	10	3.46
9	TETFund finances the publication of workshop manuals in colleges of education	Lecturers	15	9	3	3	3	4.08
		Mgt Staff	70	19	11	14	12	4.04
		Desk Off.	132	40	11	24	1	3.38
10	TETFund finances the provision of workshops souvenirs in colleges of education	Lecturers	16	8	2	4	3	3.94
		Mgt Staff	55	39	10	11	11	4.13
		Desk Off.	85	66	16	23	18	3.38
	Cumulative							3.77

Benchmark: 3.00

Table 1 summarizes respondents' views on the contribution of Tertiary Education Trust Fund (TETFund) on Staff Development in advancement of Colleges of Education in North-west, Nigeria. The analysis of mean scores shows a general consensus among respondents, as all the mean values were above the 3.00 benchmark. For example, item 1 recorded a mean of 4.10, item 2 scored 4.05, item 3 had 4.06, item 4 recorded 4.11, item 5 scored 3.91, among others, resulting in an overall mean of 3.77, which is well above the decision threshold. The study revealed that, the sponsorship of staff by TETFund to attend local conferences leads to improved professional development, increased exposure to current research, and enhanced teaching and research skills among academic staff in Colleges of Education. This positively impacts instructional quality and scholarly output. A possible solution to maximize this benefit is ensuring equitable selection of beneficiaries and requiring post-conference knowledge sharing within departments.

The sponsorship of staff to attend overseas conferences by TETFund results in global exposure, international networking, and adoption of best practices in teaching and research. This strengthens institutional reputation

and academic standards. This is to align overseas conference participation with institutional needs and mandate dissemination of acquired knowledge upon return. It was also revealed that, financing the publicity of conferences in Colleges of Education by TETFund enhances visibility, participation, and collaboration among scholars, policymakers, and practitioners. This contributes to richer academic discourse and increased research relevance. The use of both traditional and digital media platforms to ensure wide and cost-effective outreach. The provision of financial support by TETFund for Colleges of Education to organize conferences promotes academic exchange, institutional research culture, and professional collaboration. This encourages innovation and critical thinking among staff and students. Thus, proper planning and accountability mechanisms to ensure efficient utilization of conference funds

Question Two:

How does Tertiary Education Trust Fund (TETFund) on Research Development leads to the advancement of colleges of Education in North-West, Nigeria?

In this section, the opinions of respondents were sought on the contribution of Tertiary Education Trust Fund (TETFund) on

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Research Development in advancement of colleges of Education in North-West, Nigeria. This section relates to research question four which asked: how does Tertiary Education Trust Fund

(TETFund) on Research Development leads to the advancement of colleges of Education in North-West, Nigeria.

Table 2: Ascertain the contribution of tertiary education trust fund (TETFund) on research development in advancement of colleges of education in north-west, Nigeria

S/N	Item Statements	Category of Respondents	SA	A	U	D	SD	Mean
1	TETFund support scholarship of academic staff in colleges of education	Lecturers Mgt Staff Desk Off.	14 48 102	9 30 52	3 15 22	4 18 19	3 15 13	3.98 4.08 3.38
2	Special interventions research grants from TETFund are effective in the development of colleges of education in North-west Nigeria	Lecturers Mgt Staff Desk Off.	16 66 98	8 23 49	3 12 18	3 11 31	3 14 12	4.03 4.13 3.31
3	Annual research grants from TETFund are effective in the development of your college of education in North-west Nigeria	Lecturers Mgt Staff Desk Off.	12 67 83	9 28 55	3 13 18	6 10 26	3 8 26	4.08 4.56 3.15
4	Tetfund sponsors the conduct of research proposals for academic staff	Lecturers Mgt Staff Desk Off.	11 66 117	9 25 66	5 13 15	3 14 6	5 8 4	3.99 4.13 3.54
5	Tetfund finances the procurement of research equipment to conduct research activities	Lecturers Mgt Staff Desk Off.	14 53 111	10 30 67	4 16 9	3 15 11	2 12 10	3.99 4.06 3.46
6	Tetfund provide funds for personnel cost incurred in the conduct of research activities	Lecturers Mgt Staff Desk Off.	17 69 116	8 38 61	2 5 11	3 8 12	3 6 8	4.02 4.07 3.46
7	Tetfund pays honorarium for research assistants	Lecturers Mgt Staff Desk Off.	13 88 56	8 17 80	6 6 25	4 9 24	2 6 23	3.97 3.97 3.38
8	Tetfund settle the bills incurred by principal investigators in the course of research activities	Lecturers Mgt Staff Desk Off.	12 66 117	11 26 61	5 10 10	3 15 10	2 9 10	3.89 3.90 3.54
9	Tetfund pays for publication of research findings/report	Lecturers Mgt Staff Desk Off.	15 70 132	9 19 40	3 11 11	3 14 24	3 12 1	3.95 4.32 3.31
10	Tetfund finances follow-up studies	Lecturers Mgt Staff Desk Off.	16 55 85	8 39 66	2 10 16	4 11 23	3 11 18	3.90 3.93 3.38
Cumulative								3.83

Benchmark: 3.00

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Table 2 presents respondents' perspectives on the contribution of Tertiary Education Trust Fund (TETFund) on Staff Development in advancement of Colleges of Education in North-west, Nigeria. The analysis of mean scores indicates strong agreement among respondents, as all item means surpassed the 3.00 benchmark. For instance, item 1 recorded 3.98, item 2 had 4.03, item 3 scored 4.08, item 4 recorded 3.99, item 5 had 3.99, among others, culminating in an overall mean of 3.45, which is well above the decision threshold. The results revealed that, TETFund's support for the scholarship of academic staff in Colleges of Education results in higher academic qualifications, improved teaching competence, and strengthened research capacity within institutions.

This enhances the overall quality of teacher education. A possible solution to sustain this impact is ensuring fair selection processes and bonding beneficiaries to return and serve their institutions after completion. The effectiveness of special intervention research grants from TETFund in the development of Colleges of Education in North-West Nigeria is evident in

increased research output, innovation, and problem-solving studies that address regional and national educational challenges. It was also revealed that, annual research grants provided by TETFund contribute positively to the development of Colleges of Education by encouraging continuous research culture, staff productivity, and evidence-based decision-making. This strengthens institutional growth and academic relevance.

Hypotheses Testing

Two null hypotheses were developed for this study and analyzed using Analysis of Variance (ANOVA), since the respondents consisted of more than two groups. Each of the hypotheses is presented clearly in this section.

Hypothesis 1:

There is no significant difference in the opinions of Desk officers, Lecturers and Management Staff on the contribution of Tertiary Education Trust Fund (TETFund) on Staff Development in the advancement of Colleges of Education in North-west, Nigeria.

Table 3: Analysis of variance (ANOVA) on the opinions of desk officers, lecturers and management staff on the contribution of tertiary education trust fund (TETFund) on staff development in the advancement of colleges of education in north-west, Nigeria

Source	Sum of Square	Df	Mean Square	F-ratio	P-value	Decision
Between Groups	407.488	2	203.744	96.14	0.097	Retained
Within Groups	250.431	364	.688			
Total	657.918	366				

Table 3 shows that the computed probability value of 0.097 exceeded the study's alpha level of 0.05. Consequently, the null hypothesis (Ho3) was retained, indicating that there was no statistically significant differences in the opinions of Desk officers, Lecturers and Management Staff on the contribution of Tertiary Education Trust Fund (TETFund) on Staff Development in the advancement of Colleges of Education in North-west, Nigeria

Hypothesis 2:

There is no significant difference in the opinions of Desk officers, Lecturers and Management Staff on the contribution of Tertiary Education Trust Fund (TETFund) on Research Development in the advancement of Colleges of Education in North-west, Nigeria.



Table 4: Analysis of variance (ANOVA) on the opinions of desk officers, lecturers and management staff on the contribution of tertiary education trust fund (TETFund) on research development in the advancement of colleges of education in north-west, Nigeria

Source	Sum of Square	Df	Mean Square	F-ratio	P-value	Decision
Between Groups	373.223	2	186.612	86.19	0.086	Retained
Within Groups	281.622	364	.774			
Total	654.845	366				

Table 4 reveals that, the computed probability value of 0.086 exceeded the study's alpha level of 0.05 therefore, the null hypothesis (H_0) was retained, indicating that there was no statistically significant differences in the opinions of Desk officers, Lecturers and Management Staff on the contribution of Tertiary Education Trust Fund (TETFund) on Research Development in the advancement of Colleges of Education in North-west, Nigeria.

Summary of Findings

The following are the summary of findings based on the analysis of research questions and tested hypotheses.

1. TETFund positively contributed to Staff Development in advancement of colleges of Education in North-west, Nigeria (p-value = 0.097).
2. TETFund positively contributed to Research Development in advancement of colleges of Education in North-west, Nigeria (p-value = 0.086).

DISCUSSION OF FINDINGS

The finding that TETFund has played a vital role in staff development through sponsorship for higher degrees, conferences, workshops, and training programmes is consistent with scholarly discussions on capacity building in tertiary education. Eze (2015) maintains that continuous academic staff development is central to improving pedagogical depth and subject mastery, particularly in teacher education institutions where instructional quality directly shapes graduate competence. By enabling academic staff to pursue advanced qualifications and professional exposure, intervention funding strengthens intellectual capital and promotes curriculum

relevance. This position is reinforced by evidence showing that institutions with structured staff development support demonstrate higher levels of instructional effectiveness and academic confidence among lecturers (Yakubu, 2017).

Beyond formal qualifications, participation in conferences and workshops has been identified as a critical mechanism for professional renewal and pedagogical innovation. Chukwu 2014 argues that scholarly engagement outside the home institution exposes academic staff to emerging theories, teaching strategies, and global best practices, which are subsequently integrated into classroom instruction. Such exposure enhances reflective teaching and encourages methodological flexibility. In the same vein, staff training programmes have been shown to improve lesson delivery, assessment practices, and student engagement by equipping lecturers with contemporary instructional skills and discipline-specific updates (Balogun, 2020). These insights suggest that TETFund's support for academic mobility and training has a direct bearing on instructional quality.

The cumulative effect of sustained staff development initiatives is reflected in improved institutional performance and teaching outcomes. Onyekachi (2023) observes that when academic staffs are systematically supported through funded training and higher degree opportunities, their professional commitment and instructional confidence increase significantly. This, in turn, translates into clearer content delivery and more effective student mentorship. Similarly, Suleiman (2025) notes that staff development funding enhances instructional effectiveness by aligning lecturers' competencies with evolving educational standards and institutional goals. Taken together, these scholarly perspectives affirm that

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TETFund's investment in staff development is not merely a welfare initiative but a strategic intervention that strengthens teaching competence and academic effectiveness in Nigerian tertiary institutions.

The finding that TETFund has significantly supported research development through annual and special intervention grants can be situated within scholarly discourse on research financing and institutional advancement in tertiary education. Oladipo (2016) contends that consistent access to competitive research grants enhances scholarly productivity by enabling academics to pursue rigorous and policy-relevant studies without excessive personal financial burden. Such funding structures strengthen research culture and institutional visibility by encouraging sustained inquiry and publication. Similarly, Abdullahi (2018) observes that intervention-based research funding promotes organizational growth by positioning tertiary institutions as active contributors to national knowledge production, particularly when grants are structured to support both individual and collaborative research initiatives.

In addition to direct grants, the provision of research equipment and proposal development support represents a critical factor in improving research quality and output. Nwankwo (2019) argues that access to modern research equipment enhances methodological precision and broadens the scope of inquiry, especially in institutions previously constrained by obsolete facilities. This infrastructural support reduces dependence on external laboratories and improves the credibility of institutional research outputs. In the same vein, research proposal support has been shown to improve grant success rates and project implementation by strengthening conceptual clarity and methodological rigors, as highlighted by Ahmed (2021). Ahmed further notes that structured proposal assistance fosters early-career researchers' confidence and participation in funded research activities, thereby expanding institutional research capacity.

The funding of personnel costs under research interventions has also been identified as a strategic mechanism for sustaining research

momentum and institutional development. Uche (2022) explains that covering research-related personnel expenses reduces delays in project execution and enhances accountability, leading to timely dissemination of findings. This form of support recognizes research as a collective endeavor requiring technical and administrative input beyond the principal investigator. Furthermore, Bello (2024) maintains that when personnel costs are adequately funded, research teams are more stable and productive, resulting in higher output and stronger institutional research profiles. Bello concludes that such comprehensive research support frameworks contribute significantly to institutional growth by embedding research excellence within the organizational structure of tertiary institutions.

CONCLUSION

The findings of the study clearly demonstrate that TETFund has played a comprehensive and transformative role in strengthening the academic and institutional capacity of Colleges of Education in North-West Nigeria. Through sustained investment in the intervention has created conducive learning and working environments that support effective teaching, safety, and continuity of academic activities. Its commitment to staff development has enhanced lecturers' professional competence and instructional quality, while robust support for research development has increased scholarly output and contributed to institutional growth. In addition, TETFund's interventions in research, and administrative processes, positioning Colleges of Education to respond effectively to contemporary educational demands. Collectively, these interventions underscore TETFund's strategic importance as a catalyst for sustainable development, academic excellence, and institutional advancement within Nigeria's teacher education sector.

RECOMMENDATIONS

Based on the findings of the study, it recommends that:

1. TETFund should continue and expand its staff development sponsorship



schemes by adopting a structured and equitable staff development policy that balances higher degree training with continuous professional development. Colleges should be encouraged to develop succession and capacity-building plans that link sponsored training, conferences, and workshops to institutional teaching needs, curriculum renewal, and mentorship of junior academic staff to ensure long-term instructional effectiveness.

2. TETFund should strengthen its annual and special research intervention schemes by increasing grant predictability and encouraging interdisciplinary and problem-driven research relevant to national development. Colleges of Education should establish research management offices to support proposal development, equipment utilization, personnel coordination, and dissemination of findings, thereby ensuring that funded research translates into measurable academic output and institutional advancement.

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