

**THE EFFECT OF TETFUND FINANCING OF RESEARCH AND  
PUBLICATIONS ON CAREER GROWTH OF ACADEMIC STAFF IN  
NNAMDI AZIKIWE UNIVERSITY, AWKA**

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<b>Keywords:</b> Career, Development, Journal, Skills, Promotion	<b>Abstract:</b> <i>Public universities in Nigeria has over the years been confronted with myriad of challenges such as inadequate funding, poor infrastructure, out of date curriculum, decreasing quality due to lack of staff training and development, poor motivation of teachers among others due to poor allocation of funds to education by the government. Therefore, within the framework human capital theory, the study examined the effect of TetFund financing of research and publication on career growth of academic staff in Nnamdi Azikiwe University, Awka. The study employed descriptive survey research design with the use of both primary and secondary data. The data collected was analyzed using frequency counts, percentage, mean scores and standard deviation to answer the research questions while T-test statistical tool was used to the test of hypotheses with aid of Statistical Package for Social Sciences (SPSS version 2.0). The study findings revealed that TetFund financing of research and publication enhances the career growth of academic staff in NAU, Awka. The study recommends that the study recommends the imperative of monitoring and evaluation of TetFund projects so as to ensure the effectiveness and efficiency of TetFund's interventions funds. This will enable the continuous assessment of project outcomes and the identification of areas for improvement. By doing so, TetFund can refine its strategies and adapt to the evolving needs of the higher education sector in the country, ultimately contributing to the sustainable development of Nigeria's academic landscape.</i>
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## **Introduction**

Tertiary institutions in Nigeria lack the financial resources to maintain educational quality due to poor budgetary allocation to education over the years. Based on this, universities in Nigeria has faced a lot of challenges in staff training and development, inadequate funding, poor infrastructure, out of date curriculum, decreasing quality and poor motivation of teachers among others due to poor allocation of funds to education by the federal government. From available statistics there was no time the allocation came close to the 26% recommended by UNESCO, which has led to decay in the educational sector (Abdulaziz, Olokooba & Iyekolo, 2020).

However, one of the objectives of TetFund is the provision of the needed finance for academic staff training and development in order to enhance the accomplishment of university goals. Notwithstanding this lofty initiative aimed at providing succor to university academics in accessing funds for training, research and publications, observation has shown that some academic staff are still not very productive due to their inadequate participation in trainings where they could acquaint themselves with modern pedagogies and skills that could enhance their personal and professional development. More worrisome is the situation of qualified candidates not been able to access TetFund scholarship and training programs due to university politics and clique formations within the system that tend to prioritize the interest of clique members at the expense of bonafide

candidates. This problem has been of concern to stakeholders in the University system especially in the light of the concept of “publish or perish” syndrome that has become the basis for career advancement in the university setting. One begins to wonder if these challenges is as a result of academic staff not being able to afford self-sponsorship programmes or the cumbersomeness inherent in accessing TetFund grant usually discourage them from applying for the fund for training.

In as much as there are seasoned scholars in the system who have contributed significantly in advancing the course of knowledge through their research and publications in their chosen field of knowledge, there are still preponderance of academics who rarely go for international conferences, symposiums and workshop nor do they make regular and impactful publications in reputable journals to espouse their contribution to knowledge in their respective areas of specialty. Given the above scenario and in the light of the TetFund research grant made available to university staff, one begins to wonder if the organizational politics and cumbersomeness inherent in assessing the TetFund grant as adduced by some scholars like Grace (2023) constitute a hindrance to assessing funds for training and development by academics in Nigeria Universities and Nnamdi Azikiwe University (NAU), Awka in particular. Suffice to say that it is through in-service training, seminars, conferences, symposiums and workshop that academics can keep abreast of the innovations and trends in their area of

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specialty otherwise the scholar becomes a harbinger of obsolete and outdated knowledge. Hence this study is poised to evaluate the extent at which the TetFund research grant has influenced academics in NAU, Awka in the areas of research funding, publications and training and development of academic staff.

### **Research Questions**

The following research questions guided the study.

1. To what extent has TetFund financing of research and publications affected career growth of academic staff in NAU, Awka?

### **Research Hypothesis**

The following hypothesis will be postulated for the study:

**H<sub>0</sub>:** TetFund financing of academic research and publications has no significant effect on career growth of academic staff in NAU, Awka.

**H<sub>1</sub>:** TetFund financing of academic research and publication has a significant effect on career growth of academic staff in NAU, Awka.

### **Concept of and Theoretical Review**

In social and management sciences research, it is customary to begin an academic investigation by examining the conceptual and theoretical contours of the subject matter of analysis because conceptual and theoretical analyses provide a road map for navigating the contour of social phenomena (Igbokwe-Ibeto, Osakede, Nkomah & Kinge, 2016). The tertiary education trust fund was originally established as Educational Trust Fund (ETF) by act No.7 of 1993 as amended by act No 40 of 1998 now repealed and replaced with Tertiary education

trust fund (TetFund). It is an intervention agency set to provide supplementary support to all level of public tertiary institutions with the main objective of using funding alongside project management for the rehabilitation, restoration and consolidation of tertiary education in Nigeria (Abdulaziz et.al, 2020).

Emmanuel and Johnmary (2022) posited that worried about inadequate fund to conduct research and other problems confronting the education sector such as deteriorating educational infrastructure and the falling standard of education, Government established the Tertiary Education Trust Fund (TetFund) by an act of the National Assembly in June 2011. This 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 set up to administer and disburse to education the collections and to the Federal and State tertiary educational institutions in Nigeria. The main source of income available to the fund is the 2% ion tax paid from the assessable profit companies registered in Nigeria. These levies are collected by the Federal Inland Revenue Services (FIRS). The fund is managed by a Board of Trustees established under section 4 of the new Act. The ratio of disbursement is 2:1:1-Universities (2), Polytechnics (1) and Colleges of Education (1).

In the distribution of the fund, 41 per cent goes to the Universities, 30 per cent to the Polytechnics while 29 per cent goes to Colleges of Education. (TetFund, 2013). In addition, the Federal Government has instituted the National

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Research Fund to enable lecturers conduct research in a better and conducive environment. Since then, TetFund has disbursed billions of naira for research and other projects. There has been a lot of improvement in infrastructural development, training of academic staff for higher degrees and support for conferences for both academic and non-teaching staff, provision of enough research materials such as textbooks, internet in the offices and libraries but improvement in research is still very low (Emmanuel & Johnmary, 2022).

According to Comfort and Fayziya (2022), TetFund serves multiple essential roles in the enhancement of tertiary education in Nigeria which include: Infrastructure development, academic staff training and development, research and development support, library development, entrepreneurship development, and conference attendance and academic publications. However, for the purpose of this study, our concentration is on conference attendance and academic publications. TetFund supports academic staff and researchers in attending conferences, presenting papers, and publishing scholarly works in visible reputable journals. Financial assistance is provided to cover travel expenses and publication fees, enabling Nigerian scholars to share their research findings on national and international platforms. Such support enhances the visibility and reputation of Nigerian tertiary institutions in the global academic community.

TetFund's interventions have significantly contributed to the improvement of tertiary

education in Nigeria. Through its initiatives, TetFund has helped in bridging the infrastructure gap in universities and other tertiary institutions, facilitating a better learning environment for students. The support for academic staff training and research activities has enhanced the knowledge base, research output, and quality of teaching in Nigerian institutions. Additionally, TETFund's emphasis on entrepreneurship education has equipped graduates with practical skills, encouraging self-employment and contributing to economic growth.

TetFund plays a vital role in enhancing tertiary education in Nigeria. Through its functions of infrastructure development, academic staff training, research support, library development, entrepreneurship education, and conference attendance, TetFund has made significant contributions to improving the quality and accessibility of higher education in the country. By continuing to fulfill its mandate, TetFund is instrumental in fostering a conducive environment for academic excellence, research innovation, and the overall growth of Nigerian tertiary institutions.

There are several theoretical windows through the subject matter under analysis can be examined. However, this study is anchored on the human capital development theory propounded by Gary Becker (1960). The human capital development theory is based on the premise that education and training are forms of investment, and that they can have significant returns in terms of economic and social benefits.

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The human capital development theory is based on a few key tenets. The first is that education and training are a form of investment, and that they can have a significant return on investment. The second is that education and training can lead to significant economic benefits, both for individuals and for society as a whole. The third is that education and training should be targeted and tailored to the needs of the individual and the economy. Another tenet of the theory is that education and training should be seen as a lifelong process, rather than something that is limited to childhood or adolescence. This means that people should be able to access education and training throughout their lives, as their needs and the needs of the economy change. A fourth tenet is that education and training should be of high quality, so that it can be effective and lead to real benefits. Now, let's dig a bit deeper into the theory. There are four main components of human capital, which are skill, knowledge, attitude, and health. All of these components are important, and they interact with each other to produce the benefits of human capital development.

Skill is one of the most important components of human capital, and it refers to the ability to perform a specific task. For example, a person may have the skill to use a computer or the skill to write an essay. Skills can be acquired through formal education, on-the-job training, or informal learning. They can also be specific to a particular job or profession, or they can be transferable to different contexts. Skills are not just about technical expertise; they also include

soft skills, such as communication, problem-solving, and critical thinking.

Knowledge is a deeper understanding of a particular subject or field, and it can be acquired through formal education, experience, or reading. For example, a person may have knowledge of mathematics or knowledge of a specific area of history. Unlike skills, which can be relatively short-term, knowledge tends to be more long-term and can be applied to a wide range of situations.

Attitude refers to a person's outlook and perspective, and it can have a big impact on their success. A positive attitude can lead to higher levels of motivation and more creative problem-solving, while a negative attitude can hold a person back. Attitude is also affected by factors such as self-confidence, self-esteem, and resilience.

The fourth and final component of human capital is health. Health refers to both physical and mental health, and it is an important factor in productivity and overall well-being. A person's health can be affected by a variety of factors, including diet, exercise, stress levels, and sleep quality. In addition to its impact on productivity, good health can also lead to improved happiness and a better quality of life. In general, an increase in one component leads to an increase in the others. For example, gaining more knowledge can lead to the development of new skills, while improved health can lead to a more positive attitude. This is known as the "multiplier effect" of human capital, and it's an important part of the theory.

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### **TetFund Financing of Research and Publications and Career Growth of Academic Staff**

According to Ekundayo and Ajayi, (2019), Nigerian Universities are faced with inadequate funding which has adverse effects on research and teaching based on the quality of research which has been adjudged to be of low standard, when matched to their counterparts in other parts of the world. UNESCO declared that for effective funding of education, 26% of the Gross Domestic Product (GDP) of each country in the world must be allocated to education. The case of Nigeria over the years portends a non-compliance with this standard. This tends to be responsible for series of industrial actions embarked upon by the Academic Staff Union of Universities (ASUU) (Ekundayo & Ajayi, 2019). There is decay in human and material resources in Nigerian Universities due to poor funding (Abdulaziz et.al, 2020). TetFund embarked on human capacity building for academic staff in Nigerian Universities to impact positively on their capacities and improve on the asset of the system. Poor funding, lack of infrastructure, poor capacity building and inadequate researches are capital intensive. As a result, the Universities could not provide adequately the needed fund based on their budgets and subventions that are often limited. TetFund intervention on career development has improved the performance of academic staff especially in South East, Nigeria evidenced in the effective teaching provided to students with skillful ways to explore ideas, acquire new knowledge, synthesize information,

and solve problems (Akinaso, 2018; Hossein, Fatollah & Tohid, 2020).

The academic staff has continued to decline, due to the fact that new universities have been poaching staff mainly from the 1st and 2nd generation Universities; while the rate of production of Doctor of Philosophy (Ph.D) graduates with interest in academic profession has been rather low (Bamiro, 2020). Thus, TetFund allocate fund for academic staff training and development for Nigerian Universities both locally and internationally to encourage effective teaching and competency in the country. A total of 814, junior academics have benefited from its intervention in postgraduate programmes distributed as follows: Ph.D abroad – 307; Ph.D local – 351; Master's Degree abroad – 127; and Master's Degree local – 29 and conference sponsorship which stand at 2,946 (TetFund, 2020).

Available records from TetFund (2020) revealed that training and development cost N11,430,000,000.00 for the Universities in the South East Geo-Political Zone, Nigeria. The intervention effort was targeted at greater performance of academic staff in Public Universities in South East, Nigerian, to meet global standard. Training sponsored by the (TetFund) within and outside Nigeria from 2008 to date is faced with inadequate utilization of fund allocated as result of information gaps and institutional shortcoming.

At present majority of the beneficiary institutions have allocations from the previous years for academic staff unutilized and accessed

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(Baffa, 2020). It is believed that the staff qualifications, research environment, funding, and time available to staff could predict significantly the research output by the university staff. Moreover, some graduates that are turned out from these universities can hardly demonstrate competence or communicate effectively and meaningfully (Hamisu, & Musa, 2020). They cannot defend their qualifications or degrees.

Competency required from the academic staff of South East Nigerian Universities in a rapidly changing world seems to be inadequate. There is evidence of poor output, web metric ranking, and exchange of ideas among the peers around the globe is doubtful because of institutional shortcomings (Baffa, 2020). There is contending issue within the Universities in South East that bothers on information gap and not meeting up with the TetFund required guideline. In spite of TetFund intervention in human capacity on the performance of academic staff in South East Public Universities, opinions have remained divided on the quality of the output of the academic staff who have benefited from the programme (Hamisu, & Musa, 2020).

### **Methodology**

Descriptive survey research design was adopted in this study. The population of the study comprised of all the academic staff of NAU, Awka. According to the information from the office of the Registrar and Personnel Department of NAU Awka, the population of academic staff as at August 2023 is 3240 (Office of the Registrar, NAU, Awka, 2023). The researcher

found the entire population of the academic staff of NAU, Awka too big to carry and so decided to take a sample from it. In doing that, the Yaro Yamani formula for sample size determination was used. The formula stated thus:

$$n = \frac{n}{1 + n(e)^2}$$

Where  $n$  = sample size

$n$  = population of the study

$1$  = constant

$e$  = sampling error (in this case 5%)

The sample size is therefore computed as follows:

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{3240}{1 + 3240 (0.05)^2}$$

$$n = \frac{3240}{1 + 3240 (0.0025)}$$

$$n = \frac{3240}{1 + 8.1}$$

$$n = \frac{10,365}{26.9}$$

$$n = 400$$

### **Data Presentation and Analysis According to Research Questions**

The researcher distributed a total of four hundred (400) questionnaires of eight (8) items each to members of NAU, Awka. As a result of frequent persuasion on the importance of responding fully and honestly to the questionnaire, the researcher was able to achieve questionnaire return of three hundred and eighty-one (381) responses while twenty-nine (29) were not returned, leaving a total of three hundred and eighty-one (381) usable

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questionnaires yielding a response rate of 92percent. The data collected were presented in tables, percentages, standard deviation and mean averages while T-test statistical analysis was used to test the hypothesis with the aid of SPSS version 20.0.

**Table 1: TetFund Assist in Financing Research Requiring huge Monetary Involvement**

Variable	Responses	Percentage
Strongly Agree	220	58
Agree	80	21
Undecided	15	4
Disagree	45	12
Strongly Disagree	21	5
Total	381	100

**Source: Field Survey 2024**

A glance at the above table 1 show that 220 respondents representing 58percent strongly agreed that Through TetFund funding academics are able to finance research requiring huge monetary involvement.80 respondents, representing 21percent agreed, 15 respondents, representing 4percent were undecided, 45 respondents, representing 12percent disagreed while 21 respondents, representing 5percent strongly disagreed.

**Table 2: TetFund Financing Publications Enhances the Competencies of Academic**

Variable	Responses	Percentage
Strongly Agree	102	27
Agree	188	49
Undecided	59	16
Disagree	21	5
Strongly Disagree	11	3
Total	381	100

**Source: Field Survey 2024**

A careful analysis of the table 2 above indicate that 102 respondents, representing 27percent strongly agreed that TetFund financing of academic publications enhances the competencies of academic staff and fosters their promotion. 188 respondents representing 49percent also agreed, 59 respondents representing 16percent were of no opinion, 21 respondents representing 5percent disagreed whereas 11 respondents representing 3percent strongly disagreed. This implied that majority of the respondent believe TetFund financing of academic publications enhances the competencies of academic staff fosters their promotion.

**Table 3: TetFund Research Funding Enhances the Career Development**

Variable	Responses	Percentage
Strongly Agree	199	52
Agree	141	37
Undecided	10	3
Disagree	21	5
Strongly Disagree	10	3
Total	381	100

**Source: Field Survey 2024**

The computation in table 3 above show that 199 respondents representing 52percent strongly agreed that through research funding, TetFund has enhanced career development of public university employees, 141 respondents representing 37percent also agreed, while 10 respondents representing 3percent were undecided, another 21 respondents representing 5percent disagreed while 10 respondents representing 3percent strongly disagreed. This implied that majority of the respondents agreed that through research funding, TetFund

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enhances the career development of employees in the Nigerian public universities.

**Table 4: TetFund Intervene Research and Publication**

Variable	Responses	Percentage
Strongly Agree	143	38
Agree	211	55
Undecided	9	2
Disagree	15	4
Strongly Disagree	3	1
Total	381	100

**Source: Field Survey 2024**

The above table 4 suggests that 143 respondents representing 38percent strongly agreed that

**Table 5: Respondents’ mean and standard deviation scores on the effect of TetFund sponsored research publication on the career growth of academics NAU, Awka.**

S/N	Item Statements	X	SD	Decisions
1	TetFund financing of academic publications enhances the competencies of academic staff fosters their promotion.	3.02	0.87	Agree
2	Through research funding, TetFund enhances the career development of employees in the university system.	3.62	1.25	Agree
3	Reduction in the cost of research and publication through TetFund financing enables academics to keep abreast of information in their field through regular research.	3.33	1.13	Agree
4	Online payment ensures efficient service delivery	3.04	0.97	Disagree
<b>Grand Mean</b>		<b>3.24</b>		<b>Agree</b>

**Decision Rule**

The mean was accepted at an average point of the weight of the response as shown below:

SA (4), A (3), D (2), SD (1)

Acceptance region =  $4+3+2+1 \div 4$

=  $10 \div 4 = 2.5$

reduction in the cost of research and publication through TetFund financing enables academics to keep abreast of information in their field through regular research. 211 respondents representing 55percent also agreed, 9 respondents representing 2percent were undecided, 15 respondents, representing 4percent disagreed while 3 respondents representing 1percent strongly disagreed. This implied that majority of the respondents agreed that reduction in the cost of research and publication through TetFund financing enables academics to keep abreast of information in their field through regular research.

The computation above in table 5 reveals the item-by-item analysis of the effect of TetFund financing of research publication on the career development of academic staff in NAU, Awka. The result revealed that items 9,10,11 and 12 with mean scores 3.02, 3.62, 3.33 and 3.04, were

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above the criterion mean of 3.0, hence, they agreed that TetFund financing of academic research and publication has significant effect on career growth of academic staff in NAU, Awka. The grand mean of 3.24 therefore summarizes that the respondents agreed that TetFund financing of research publication enhance career growth of academics in NAU, Awka. The standard deviation scores ranging from 0.87 – 1.25 means that the difference between the standard deviation scores were not much, therefore this shows that the items are homogenous.

**Table 6: One-sample t-test on effect of TetFund financing of Academic research and publication on career growth of academic staff.**

Statements	N	X	SD	Df.	p-value	Alpha level	Decision
TetFund academic research financing and career growth of academic staff	381	29.82	7.83	194	0.00	0.05	Significant

**SPSS Computation, (2024)**

An analysis of the computation in table 6 above indicates that since the p-value of 0.00 is less than the alpha level of 0.05 ( $0.00 < 0.05$ ). On this basis, the study therefore rejects the null hypothesis and accepts the alternate hypothesis and concludes that TetFund financing of academic research and publication has significant positive effect on career growth of academic staff in NAU, Awka.

**Discuss of Findings**

**Test of Hypothesis**

It will be recalled that the study identified one hypothesis for testing. We will at this juncture test it using T-test analysis of SPSS version 20.0.

- H<sub>0</sub>:** TetFund financing of academic research and publication has no significant effect on career growth of academic staff in NAU, Awka.
- H<sub>1</sub>:** TetFund financing of academic research and publication has a significant effect on career growth of academic staff in NAU, Awka.

The computation in test of hypothesis indicates that since the p-value of 0.00 is less than the alpha level of 0.05 ( $0.00 < 0.05$ ). On this basis, the study therefore rejects the null hypothesis and accepts the alternate hypothesis and concludes that TetFund financing of academic research and publication has a significant positive effect on career growth of academic staff in NAU, Awka. The result is in line with the findings of Adamu, Ogu and Abudllahi (2023)

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who examined a significant positive impact between Tetfund interventions and on human capital development in the federal Polytechnics in the North Western Nigeria. Also, Abdulaziz, Olokooba and Iyekolo (2020) investigated and confirmed that the TetFund has a significant positive impact on academic staff capacity building in Lagos state university, Ojo.

### **Conclusion**

The study highlights the positive impact of TetFund research grants and financial assistance for research and publications on the career growth of academic staff in NAU, Awka. This support not only fosters a culture of research and innovation among the faculty members but also provides them with opportunities to showcase their expertise on a national and international level. Consequently, the academic staff's professional development is bolstered, leading to a more dynamic and accomplished faculty. The study concludes that TetFund financing of academic research and publication has a significant positive effect on career growth of academic staff in NAU, Awka.

### **Recommendation**

Flowing from the findings, the study recommends the imperative of monitoring and evaluation of TetFund projects so as to ensure the effectiveness and efficiency of TetFund's interventions funds. This will enable the continuous assessment of project outcomes and the identification of areas for improvement. By doing so, TetFund can refine its strategies and adapt to the evolving needs of the higher education sector in the country, ultimately

contributing to the sustainable development of Nigeria's academic landscape.

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