

MANAGEMENT OF TETFUND INTERVENTIONS FOR INFRASTRUCTURAL FACILITIES AND MATERIALS AS CORRELATES OF QUALITY ASSURANCE IN COLLEGES OF EDUCATION IN TERMS OF ACADEMIC PROGRAMMES, QUALITY TEACHING, STUDENTS' ENROLMENT, AND ACADEMIC OUTPUT

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Abstract

The purpose of this study was to examine the relationship between management of Tertiary Education Trust Fund (TETFUND) Interventions and quality assurance in colleges of education in South-South Zone of Nigeria. One null hypothesis guided the study. The correlational survey research design was adopted for the study. The population of this study comprised the 11 public colleges of education in South-South Nigeria. The study adopted census sampling procedure. All the 11 public colleges of education in South-South Nigeria participated in the study. One research instrument was used for data collection in this study. This was Management of Tertiary Education Trust Fund Interventions and Quality Assurance Questionnaire (MTETFIQAQ). Pearson Product Moment correlation analysis and Multiple Linear Regression analysis were used for data analysis. The results of the study revealed that management of TETFUND Interventions for infrastructural facilities and instructional materials individually related to quality assurance in colleges of education in South-South Nigeria significantly. The study recommended that Administrators of colleges of education should ensure that TETFund interventions for infrastructural facilities are effectively deployed to improve infrastructural provision in the colleges. This will help the institutions to achieve a high level of quality assurance. Since TETFund interventions for instructional materials and equipment have been proven to have a direct effect on quality assurance, the provost of colleges of education in South-South Nigeria should ensure the facilities are properly maintained to boost quality assurance in the institutions.

Keywords; Management of TETFUND, Interventions, Infrastructural Facilities, Instructional Materials, Quality Assurance, Colleges of Education, South-South, Nigeria.

Introduction

Colleges of Education anywhere in the world are expected to produce high-quality graduates who can compete favourably with their counterparts nationally and internationally, this can only be guaranteed through effective quality assurance mechanisms that ensures conformity to global best practices and uniformity of standards in teaching and academic programmes, research and scholarship, staffing, students, buildings, facilities equipment, services to the community and academic environment. Bisong (2020) not educational enterprises must establish and maintain standards that conform to established requirements to enhance the production of globally competitive graduates.

Quality assurance therefore implies conscious efforts put in place to ensure services, facilities and human resources or capacity to conform to established standards. Mba and Uket (2023) also state that quality assurance is a continuous process of improvement in the quality of teaching and learning activities that will be achieved through employing mechanisms that are internal and external to the colleges of education. Archibong (2013) observed that there are issues that influence the effectiveness of the internal quality assurance efforts and the overall quality of education but often not given due attention by public colleges of education. These issues are stated below with the aim of re-awakening the zeal of college management, staff and students to pay attention to them. These are according to Sunday, Beshel and Chidozie (2025) breeds attitudinal change toward quality related issues, ethical re-orientation, adherence to carrying capacity, improved academic staff development, student involvement in quality assurance process, curriculum review, improved facilities management and integration of ICT in the college of education operation (Sunday & Neji, 2023; Orokpo & Sunday, 2023).

Therefore, to actualize this requires the following already established procedures and standards by the National Commission for Colleges of Education. The responsibility for quality rest with the work-force (teachers) (Osim, Uchendu & Mbon, 2012). This is because, what students learn is the most crucial element of educational quality. The delivery of learning to students who are the primary customers of the process must form the central focus of any quality assurance framework. Consequently, Staff especially, academic staff are the major components of educational institutions. The quality lecturers and the adequacy or inadequacy of academic staff determine to a large extent, the outcome of educational programmes offered in an institution of learning.

On the other hand, the availability, suitability and accessibility of requisite curriculum support facilities such as infrastructure, equipment, tools supplies, library, books journals, and information communication technology to lecturers and students determine the quality of programmes offered in the institution of learning (Sunday, 2025). This can be achieved through the provision of substantial human and material resources, expansion and upgrading of facilities, equipment, quality teaching, carrying capacity and student assessment, in line with the National Commission for Colleges of Education's (NCCE) Benchmark Minimum Academic Standards.

However, there has been a loud outcry by the public and academics about the state of facilities in many Nigerian colleges of education over the years. This has resulted in several strike actions by academic unions for the Federal Government to revitalize colleges of education across the

nation to no avail. The National Commission for Colleges of Education serves as a regulatory body of colleges of education in Nigeria which is saddled with the responsibility of laying Benchmark Minimum Academic Standards (BMAS) for all Nigerian colleges to enhance the quality of education (Sunday, 2025). Therefore, they set up Benchmark minimum academic standards in student-teacher ratio, quality and quantity of facilities and academic environment, carrying capacity, library and staff development. However, one of the major setbacks to the maintenance of the laid down standard by colleges of education at the State level is the acute shortfalls in budgetary allocation to education (Sunday et al, 2025).

Quality assurance among colleges of education should be of concern to all stakeholders based on the fact that there is a decline in educational standards and quality of graduate output from the colleges of education in the South-South Zone of Nigeria which has had a negative influence on the economy in terms of supply of quality manpower necessary for the socio-economic development of the States. Any systematic effort aimed at assuring quality in the education enterprise is the way forward (Moore & Spivack, 2023). Only nations with quality education can boast of global competitiveness and advantage in both the knowledge and global economy. South-South Zone of Nigeria cannot be left behind. According to Sunday (2025), South-South Zone of Nigeria public colleges of education have incurred the displeasure of stakeholders owing to unfulfilled expectations in terms of delivering on her mandates. Evidence of this is the current trend where parents who can afford it send their wards either to private colleges in the country or other countries such as Ghana (Ayling & Wallace, 2024).

Restoration of public confidence in the education offered by public colleges of education is certainly enough reason for concern. In this era of internationalization of tertiary education, delivering quality education is the only way to ensure the acceptance of certificates from colleges of education in the South-South Zone and the adaptability of graduates anywhere in the world (Sunday et al, 2025). Assuring quality education delivery provides an avenue for public colleges to justify the funds invested in them and grants them leeway to demand more funding. It is argued that if public colleges of education in the South-South Zone are to attract students from other countries for studies, establish inter-college linkages and collaborations within and outside the country, and gain from linkage/partnership with industries, then quality assurance must be taken seriously (Ebisine, 2014).

The main areas of intervention of the Tertiary Education Trust Fund (TETFUND) include; a. Provision of physical infrastructure for teaching and learning, b. Provision of instructional materials and equipment, c. Research, book development and publication (journals etc), d. Academic staff training and development, e. Any other need, which in the opinion of the Board of Trustees is critical and essential for the improvement of quality and maintenance of standards in the educational institutions (TETFund, 2019).

It, therefore, follows that TETFUND intervention if properly directed could ensure the quality of teaching, library resources/facilities, staff development, instructional materials, infrastructural facilities and students' assessment. Take for instance, the minimum qualification for college of education lecturers is a Master's degree in education (M.Ed) but a survey has shown that academic staff structure in many colleges is bottom-heavy, and the student-teacher ratio has also been reported to be unfavourable (Isong, 2019). Observation by the researcher

indicates that some academic staff in the South-South Zone of Nigeria lament daily that their inability to access research funds for professional improvement in addition to the decaying nature of instructional facilities in many colleges remain issues of concern, due to poor funding of the institutions.

Furthermore, due to the clarion call for colleges of education to internally generate at least ten percent of their annual expenditure, many Provosts have launched thickly populated consultancy programmes beyond the prescribed carrying capacities of the institutions thus, putting more pressure on physical facilities, staff and available ICT gadgets, all of which have amounted to a compromise of quality assurance standards in the study area (Ibas, 2019). Despite the different TETFUND intervention programmes available for tertiary institutions including colleges of education in Nigeria, the extent of quality assurance in colleges of education in the South-South Zone of Nigeria seems not to have improved. Against this background, the researcher was curious to find out the relationship between TETFUND interventions and quality assurance in colleges of education in the South-South Zone of Nigeria. Specifically, the study sought to find out the extent to whether;

1.Management of TETFUND Interventions for infrastructural facilities relates to quality assurance in colleges of education in terms of academic programmes, quality teaching, students' enrolment, and academic output.

2.Management of TETFUND Interventions for instructional materials relates to quality assurance.

The following two null hypotheses were formulated to direct the study:

1.The management of TETFUND Interventions for infrastructural facilities does not significantly relate to quality assurance in Colleges of Education in terms of academic programmes, quality teaching, students' enrolment and academic output.

2.The management of TETFUND Interventions for instructional materials does not significantly relate to quality assurance in colleges of education.

Methodology

The correlational research design was adopted for the study. Sunday and Etuk (2024) notes that correlational research design is a research approach that attempts to find out the relationship between variables. This research design is not only economical but also permits the measurement of several variables and their inter-relationships simultaneously in a realistic setting. The population of this study comprised all public Colleges of Education in South-South Geo-political region of Nigeria. Information obtained from National Commission for Colleges of Education (NCCE) (2024) revealed that South-South Nigeria has eleven (11) Federal and State colleges of education. This made the total population of the study to be eleven (11) Colleges of Education.

The sampling procedure used for this study was census. A census study is used when the entire population is very small or it is reasonable to include the entire population in the study, and also when data are gathered on every member of the population (Martínez-Mesa, González-

Chica, Duquia, Bonamigo & Bastos, 2016). All the public Colleges of Education in South-South Nigeria were involved in the study.

The sample for the study comprised all eleven (11) public Colleges of Education in the South-South Geo-political Zone of Nigeria. This included four (4) federal colleges of education and seven (7) state colleges of education across the six States in the Zone.

The instrument used for data collection was titled "Management of Tertiary Education Trust Fund Interventions and Quality Assurance Questionnaire (MTETFIQAQ)". The instrument contains three sections, A, B and C designed to elicit responses from the respondents containing thirty (36) items designed to measure each of the sub-variables of Tertiary Education Trust Fund Interventions Management.

To validate the instrument, copies of the draft of the questionnaire were given to two experts for face and content validity. Each of them made certain modifications in the items for improvement which was accepted and adjudged as being valid in measuring the variables intended to measure.

To ascertain the reliability of the instrument, a trial testing was carried out with 50 respondents that is (Provosts, Deans of Schools, Directors of Academic Programmes, Registrar, Bursar, Desk Officers, Librarian, Procurement Officers and Heads of department) in Enugu State College of Education, Enugu. The respondents were used because they have similar characteristics with those to be used in the main study. However, they were not participating in the final study. Cronbach Alpha was used to determine the reliability estimate of the sub-variables of the study which ranged from 0.71 to 0.91 respectively. Consequently, Sunday et al (2023) averred that the instrument was adjudged to be adequately reliable for use in the study. Descriptive statistic and multiple correlation were used to test the hypotheses at 0.05 level of significance. The decision rule is to reject the null hypothesis when $F_{cal} > F_{value}$ and vice versa.

Presentation Of Results

Hypothesis one

Management of TETFUND Interventions for infrastructural facilities does not significantly relate to quality assurance in colleges of education in South-South Zone of Nigeria in terms of academic programmes, quality teaching, students' enrolment, academic output, and overall quality assurance in colleges of education.

The two variables in this hypothesis are Management of TETFUND Interventions for infrastructural facilities and quality assurance in colleges of education in South-South Zone of Nigeria. Quality assurance in colleges of education in South-South Zone of Nigeria was measured in terms of students, quality teaching, students' enrolment, academic output, and overall quality assurance in colleges of education. Both Management of TETFUND Interventions for infrastructural facilities and quality assurance in colleges of education in South-South Zone of Nigeria were measured continuously in the study.

TABLE 1: Summary of correlations between the Management of TETFUND Interventions for infrastructural facilities and quality assurance in colleges of education in South-South Zone of Nigeria (N=11)

Variables	X	SD	r	p-value
Management of TETFUND Interventions for infrastructural facilities (X_1)	19.09	3.477		
Academic programmes (Y_1)	20.27	3.663	.759*	.003
Quality teaching (Y_2)	20.73	3.349	.749*	.002
Students' enrolment (Y_3)	20.91	3.270	.564*	.002
Academic output (Y_4)	18.73	3.003	.529*	.004
Overall quality assurance (Y_{1-4})	80.64	12.355	.706*	.005

*Significant at $P < .05$

Table 1 shows the correlation coefficients between Management of TETFUND Interventions for infrastructural facilities and quality assurance in colleges of education in South-South Zone of Nigeria in terms of students, quality teaching, students' enrolment, academic output, and overall quality assurance in colleges of education. The result shows that the correlation coefficients ranged from .529 ($p < .05$) for academic output, .564 for students' enrolment, .749 ($p < .05$) for quality teaching, to .759 ($p < .05$) for academic programmes. The correlation coefficients were statistically significant for quality assurance in colleges of education sub-scales and for the overall quality assurance in colleges of education in South-South Zone of Nigeria .706 ($p < .05$). Based on this result, hypothesis one is rejected on the overall quality assurance in colleges of education in South-South Zone of Nigeria and in terms of each of the quality assurance in colleges of education sub-scales of academic programmes, quality teaching, students' enrolment, academic output. This implies that there is significant relationship between Management of TETFUND Interventions for infrastructural facilities and quality assurance in colleges of education in South-South Zone of Nigeria.

Hypothesis two

Management of TETFUND Interventions for instructional materials does not significantly relate to quality assurance in colleges of education in South-South Zone of Nigeria in terms of academic programmes, quality teaching, students' enrolment, academic output, and overall quality assurance in colleges of education.

The two variables in this hypothesis are management of TETFUND Interventions for instructional materials and quality assurance in colleges of education in South-South Zone of Nigeria. Quality assurance in colleges of education in South-South Zone of Nigeria was measured in terms of students, quality teaching, students' enrolment, academic output, and overall quality assurance in colleges of education. Both management of TETFUND Interventions for instructional materials and quality assurance in colleges of education in South-South Zone of Nigeria were measured continuously in the study.

TABLE 2: Summary of correlations between the management of TETFUND Interventions for instructional materials and quality assurance in colleges of education in South-South Zone of Nigeria (N=11)

Variables	$\bar{X}$	SD	r	p-value
Management of TETFUND Interventions for instructional materials (X_2)	18.09	4.805		
Academic programmes (Y_1)	20.27	3.663	.799*	.003
Quality teaching (Y_2)	20.73	3.349	.865*	.001
Students' enrolment (Y_3)	20.91	3.270	.688*	.019
Academic output (Y_4)	18.73	3.003	.674*	.023
Overall quality assurance (Y_{1-4})	80.64	12.355	.818*	.002

*Significant at $P < .05$

Table 2 shows the correlation coefficients between management of TETFUND Interventions for instructional materials and quality assurance in colleges of education in South-South Zone of Nigeria in terms of students, quality teaching, students' enrolment, academic output, and overall quality assurance in colleges of education. The result shows that the correlation coefficients ranged from .674 ($p < .05$) for academic output, .688 for students' enrolment, .799 ($p < .05$) for academic programmes, to .865 ($p < .05$) for quality teaching. The correlation coefficients were statistically significant for quality assurance in colleges of education sub-scales and for the overall quality assurance in colleges of education in South-South Zone of Nigeria .818 ($p < .05$). Based on this result, hypothesis two is rejected on the overall quality assurance in colleges of education in South-South Zone of Nigeria and in terms of each of the quality assurance in colleges of education sub-scales of academic programmes, quality teaching, students' enrolment, and academic output. This implies that there is significant relationship between management of TETFUND Interventions for instructional materials and quality assurance in colleges of education in South-South Zone of Nigeria.

Discussion of findings

The analysis of the first hypothesis which stated that management of TETFUND intervention for infrastructural facilities does not significantly relate to quality assurance in colleges of education in South-South Zone of Nigeria in terms of academic programmes, quality teaching, students' enrolment, and academic output, revealed that management of TETFUND intervention for infrastructural facilities significantly relates to quality assurance in colleges of education in South-South Zone of Nigeria in terms of academic programmes, quality teaching, students' enrolment, and academic output, and overall quality assurance in colleges of education. This result implies that management of TETFUND intervention for infrastructural facilities in colleges of education in the South-South Zone of Nigeria has a significant relationship with the extent to which the colleges of education in the Zone can effectively maintain the quality of educational programmes meant to produce quality students, ensure

quality teaching practice and processes, ensure the right quality and quantity of students are admitted into the institutions, and of improves the quality students produced from the system.

This result suggests that the more colleges of education in the South-South Zone of Nigeria can manage TETFUND intervention for infrastructural facilities, the more the institutions can develop effective educational programmes, maintain quality teaching and learning, ensure effective enrolment process, and of course produce quality students that can meet the expectations of society. This agrees with Subair, Okotoni, Comfort and Adebakin (2012) who maintained that infrastructure is among the important operational inputs into any instructional programme and it constitutes elements that are necessary for quality teaching and learning; and is vital in the development of qualitative university education. The reason for the positive direction of this result is very obvious. This result is very obvious. No college of education system can deliver quality education to students when the teaching, learning, and research infrastructure are not properly managed. It is a practical fact that students may not be able to learn effectively when learning facilities are not in good condition. Institutions cannot admit students beyond their carrying capacities especially when infrastructural facilities are dilapidated or not adequate due to poor management. Thus, the intervention of TETFund in the provision of infrastructural facilities becomes critical in the delivery of quality education in colleges of education as realized in the analysis.

It is difficult for faculty members to deliver quality instruction when facilities are not functional. All these expressions buttress the fact that there is a strong link between the management of TETFUND intervention in providing infrastructural facilities and achievement of quality assurance in colleges of education. This result supports the position of scholars who argued that the mandate of the TETFund under the TETFund Act, 2011 is to improve staff productivity and standards of tertiary institutions through the provision of basic infrastructural and library facilities to encourage excellent environment for teaching and learning (Girei, AliyuBobbai & Harikrishnan, 2022). This result is not different from the understanding of some groups of academics who think that if quality is to be enhanced in our nation's universities these days, the infrastructural base of the system needs to be improved upon, and that there is a need for a serious expansion of physical facilities and equipment to meet the increasing student population (Subair, Okotoni, Comfort & Adebakin, 2012). This affirms the fact that it will be difficult for colleges of education to achieve quality assurance in academic programmes, quality teaching, students' enrolment, and academic output without effectively and consciously ensuring that TETFund provisions for infrastructural development in the institutions are properly utilized to boost the quality of facilities in the colleges.

Empirically, this result agrees with the findings of researchers who have established that facilities development and management must be considered as an important part of achieving higher academic achievement, especially in maintaining the effectiveness of the facility system (Ainon & Rosmaizura, 2018). This result is not different from the empirical discoveries of Girei, AliyuBobbai and Harikrishnan (2022) who investigated the Influence of tertiary education trust fund (TETFUND) on instructional and e-library utilization in State Polytechnics in North East Nigeria and found that the provision of e-libraries, instructional material and their utilization by TETFund correlated strongly with product quality (academic performance) in polytechnics of North East Nigeria. This result also buttresses the empirical position of Obi,

Emenike, Okoye and Achinike (2024) who assessed the importance of TETFund interventions in the development of infrastructure in selected tertiary institutions in Anambra state using Nnamdi Azikiwe University, Federal Polytechnic Oke, and Nwafor Orizu College of Education Nsugbe, and found that infrastructural provision was up-to-date in the institutions even though the agency was lacking in the aspect of rehabilitation. This establishes the fact that TETFund intervention in the provision of facilities is critical to the success of colleges of education in ensuring quality assurance.

However, this result may be occasioned by the fact that institutional administrators have an effective maintenance culture such that the facilities made available by TETFund agency are effectively maintained and managed to ensure their longevity in the system. Many tertiary institutions in the South-South Zone of Nigeria have dilapidated structures spread around the campuses, giving an impression that institutional management is not committed to effective maintenance of available infrastructures in the institutions. This is because no institution can achieve quality assurance when facilities are adequately maintained. It may also be that there is inadequate monitoring of the facilities' provision process by the TETFund agency. Sometimes, funds allocated to institutions by TETFund for the provision of facilities are diverted by institutional administrators or their agents. It means that the extent to which institutional administrators imbibe maintenance culture and the extent to which TETFund disbursements are being monitored can also shape quality assurance in colleges of education in the South-South Zone of Nigeria.

The analysis of the second hypothesis which stated management of TETFUND intervention for instructional materials/equipment does not significantly relate to quality assurance in colleges of education in South-South Zone of Nigeria in terms of academic programmes, quality teaching, students' enrolment, and academic output, revealed that management of TETFUND intervention for instructional materials/ equipment significantly relates to quality assurance in colleges of education in South-South Zone of Nigeria in terms of academic programmes, quality teaching, students' enrolment, and academic output, and overall quality assurance in colleges of education. The findings suggest that management of TETFUND intervention for instructional materials and equipment in colleges of education in the South-South Zone of Nigeria is significantly related to the capacity of colleges of education to effectively maintain the quality of educational programmes. It also suggests managing the TETFund interventions in the provision of instructional materials and equipment enhances institutions' abilities in producing high-quality students, ensuring quality teaching practices and processes, admitting the right quantity and quality of students, and improving the quality of students graduating from the system.

This result suggests that an increased allocation of Tertiary Education Trust Fund (TETFUND) intervention for instructional materials and equipment in colleges of education within the South-South Zone of Nigeria can significantly contribute to the enhancement of educational programmes. This intervention can enable these institutions to develop and maintain effective educational programmes, ensure high-quality teaching and learning, streamline the enrollment process, and ultimately produce graduates who are equipped to meet the expectations and needs of society. This agrees with the opinion of Ojede and Fadukun (2019) who argued that the purpose of making teachers effective in the teaching-learning process, instructional materials

such as curriculum modules, textbooks, continuous assessment booklets, radio and television sets, computers, among others should be adequately provided in schools. This result is very real as no institutions can achieve quality assurance when teaching facilities are not adequate to improve the teaching and learning process. A high-quality education cannot be provided to students in a college of education with properly managed instructional facilities. When learning facilities are in poor condition, lecturers and students struggle to teach and learn effectively, leading to the production of quality products. Therefore, the intervention of TETfund in the provision of instructional materials and equipment becomes a necessity in the quest to achieve quality assurance in academic programmes, teaching, students' enrolment, and academic output. This affirms the position of Adung (2021) who stressed that instructional materials motivate, enhance and facilitate the teaching and learning process, and ensure the achievement of set educational objectives.

The direction of the project result supports the observation of previous scholars who also noted the strong association between the management of TETfund and quality education in tertiary institutions such as colleges of education. For instance, Okereke (2015) reported that the use of adequate and quality resources helps in the effective teaching and learning process in tertiary institutions. This direction of this result aligns with the argument of Isong (2019) who submitted that instructional materials are teachers' handmaids in the teaching and learning process and that any teaching without adequate and appropriate use of teaching resources (as sometimes called) is considered improper and ineffective. This means that there is no way colleges of education can assure the quality of academic programmes when the teaching process is of poor quality due to a dearth of requisite resources meant to boost the teaching and learning process. Poor implementation of academic programmes in tertiary institutions will certainly lead to poor quality of students and other attendant consequences.

Empirically, this result agrees with the findings of scholars who have established that the provision of instructional materials has an impact on the quality of education produced in tertiary institutions. For instance, Udu and Nkwede (2014) found out in their empirical research that due to TETFund interventions, Ebonyi State University (EBSU) was able to experience a boost in infrastructural development including instructional materials. This result also aligns with the empirical understanding of Ogundu and Nwokoye (2015) who discovered that infrastructural development including instructional aids was either completed or ongoing as part of the contributions of TETFund to the development of Universities in Nigeria. This result agrees with the most recent discovery in a study conducted by Nsor and Ugbong (2024) which established that TETFund intervention affected quality assurance in tertiary institutions in the South-South Zone of Nigeria positively. The empirical position established by the present study is in strong alignment with the findings of Kauts and Arora (2022) who examined infrastructural and instructional facilities as significant predictors of institutional effectiveness and established that the provision of instructional materials contributed to the effectiveness of the observed institutions. It means ensuring that TETFund provisions for instructional materials and equipment in colleges of education are effectively deployed to improve the standard of instructional resources in the institutions, it critical in enhancing the level of quality assurance in the institutions.

However, this result may be due to the fact the administrators of colleges of education in South-South Nigeria have the disposition to improve teaching and learning in the institutions and are committed to regular maintenance of the learning resources provided in their institutions. In many tertiary institutions, facilities provided by the government are always left to decay with no proper maintenance. This result may also be that academic staff and students are able to maximize the use of instructional materials to boost the teaching and learning process in the institutions. For instance, most of the e-library materials provided by TETFund in colleges of education cannot promote teaching and learning because many lecturers and students lack the technical ability to use them. Thus, the colleges of education in the South-South Zone of Nigeria's colleges of education could greatly benefit from improved monitoring of the facilities' provision process by the TETFund agency. In some cases, funds allocated for facilities are diverted by institutional administrators or their agents, highlighting the need for better oversight. Emphasizing the importance of maintenance culture among institutional administrators and enhancing the monitoring of TETFund disbursements can play a crucial role in shaping quality assurance in these institutions.

Conclusion

Based on the result of the study, it was concluded that TETFund interventions have significant implications on the level of quality assurance attainable in colleges of education in South-South Nigeria. It was also concluded that administrators of colleges of education need to ensure that TETFUND Interventions for infrastructural facilities, instructional materials, library resources, human resource development, the provision of research, and ICT facilities are properly deployed and managed according to specification in a way that can improve the quality of academic programmes, ensure that staff and students have a conducive environment that can boost the teaching and learning processes, promote effective enrolment process, and enhances the chances of churning out quality students that can meet the expectations of society.

Recommendations

Based on the result of this study, the following recommendations were made;

1. Administrators of colleges of education should ensure that TETFund interventions for infrastructural facilities are effectively deployed to improve infrastructural provision in the colleges. This will help the institutions to achieve a high level of quality assurance.
2. Since TETFund interventions for instructional materials and equipment have been proven to have a direct effect on quality assurance, the provost of colleges of education in South-South Nigeria should ensure the facilities are properly maintained to boost quality assurance in the institutions.

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