

Impact Of Institutional Grants on Students' Enrolment in Abia State College of Education (Technical), Arochukwu, Nigeria

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Abstract- *This study examined the impact of institutional grants on student enrolment in Abia State College of Education (Technical), Arochukwu, Nigeria. The study was motivated by the increasing dependence of tertiary institutions on institutional grants to improve infrastructure, teaching and learning facilities, information and communication technology (ICT), staff development, research, and innovation, as well as the limited empirical evidence on whether such grant-supported interventions contribute to improved student enrolment in colleges of education. A descriptive survey research design was adopted. The population comprised 207 staff members, consisting of 126 academic staff and 81 senior administrative staff of Abia State College of Education (Technical), Arochukwu. The entire population was used for the study. Data were collected using a 29-item researcher-developed instrument titled Institutional Grants and Student Enrolment Questionnaire (IGSEQ). The instrument was validated by three experts, while a Cronbach's Alpha reliability coefficient of 0.79 established its internal consistency. Data were collected through Google Forms and analysed using mean and standard deviation to answer the research questions. The findings revealed that infrastructure grants, teaching and learning facilities grants, ICT grants, staff development grants, and research and innovation grants were all perceived to have a positive impact on student enrolment in the College. The study concluded that institutional grants are an important mechanism for strengthening institutional capacity, improving educational quality, enhancing institutional attractiveness, and promoting student enrolment in colleges of education. It was therefore recommended, among others, that government, TETFund, institutional management, and other funding agencies should sustain and expand investments in infrastructure, teaching and learning facilities, ICT, staff development, and research and innovation, while ensuring effective implementation, monitoring, and maintenance of grant-supported projects to enhance institutional development and student enrolment.*

Keywords: *Institutional Grants, Student Enrolment, Infrastructure Grants, Teaching and Learning Facilities, ICT Grants, Staff Development, Research and Innovation, Colleges of Education.*

I. INTRODUCTION

Globally, education is widely recognised as one of the most important tools for national development, human capital development, economic growth, and social advancement. In the views of Okorieocha and Ugwunali (2025), education is described as a process of training individuals to develop their skills, potentials, and talents to enhance their personal growth and contribute to the development of society. Similarly, Verma et al. (2023) referred to education as those deliberate activities that shape individuals and societies by providing them with knowledge, skills, and values necessary for personal growth and societal progress. This implies that higher education institutions are expected to produce skilled manpower, promote research and innovation, facilitate technological advancement, and contribute to sustainable national development.

In developing countries like Nigeria, tertiary institutions are finding it more difficult to carry out these responsibilities due to limited government funding, increasing student enrolment, poor infrastructure, and the growing demand for quality education (Ozochi et al., 2024). These challenges have increased the need for tertiary institutions to seek funding beyond government budgetary allocations, especially through institutional grants from governments, intervention agencies, donor organisations, philanthropic foundations, corporate organisations, and international development partners. These grants play a vital role in enhancing

institutional capacity, upgrading teaching and learning facilities, supporting research activities, and improving the overall competitiveness of higher education institutions. (Erhieyovwe & Andrew (2019). As a result, institutional grants have become one of the most important sources of alternative funding for improving the quality of education and the overall performance of educational institutions.

According to UNESCO (2025), an institutional grant is a financial award provided to individuals or institutions to support educational initiatives, such as tuition, research, or programme development, with the aim of enhancing learning opportunities and improving access to education. Furthermore, The Cornell Legal Information Institute (2025) defines an institutional grant as a form of financial support for the implementation of a comprehensive improvement plan within an institution, including activities designed to strengthen educational programmes and improve student preparation and institutional outcomes. Hence, institutional grants refer to financial resources provided to educational institutions by governments, intervention agencies, donor organisations, corporate bodies, non-governmental organisations, alumni associations, international development partners, and philanthropic individuals for the purpose of improving institutional capacity and educational quality.

Unlike scholarships or bursaries that provide direct financial assistance to individual students, institutional grants are designed to improve the overall capacity of institutions through investments in infrastructure, equipment, laboratories, workshops, libraries, digital technologies, staff development, curriculum innovation, research, and quality assurance (Tertiary Education Trust Fund [TETFund], 2023). Recently, TETFund has expanded its interventions to include innovation hubs, entrepreneurship centres, student hostels through public-private partnerships, commercial farms, and digital transformation projects to improve the competitiveness and sustainability of Nigerian tertiary institutions. Such investments improve the teaching and learning environment, strengthen institutional reputation, and make institutions more

attractive to prospective students which tends to boost enrolment.

One of the major indicators of institutional growth and sustainability in higher education is students' enrolment. The UNESCO Institute for Statistics (2026) defines students' enrolment as the number of students officially registered in a given educational programme regardless of age. According to the Organisation for Economic Co-operation and Development (OECD, 2017), students' enrolment is the total number of individuals registered in an educational programme during a specified reference period. Hence, students' enrolment refers to the number of students admitted into and registered in an educational institution or academic programme during a specific academic session. Enrolment reflects the extent to which an institution is able to attract and retain learners, maintain public confidence, and respond effectively to societal educational needs.

In various higher education institutions in Nigeria, students' decisions regarding institutional choice are influenced by many institutional characteristics, including the availability of modern learning facilities, quality of infrastructure, academic reputation, availability of ICT resources, staff quality, safety of the learning environment, employability prospects, and overall institutional image (Mukoro & Akpadaka, 2024). Consequently, institutions that continuously improve their facilities and academic environment through strategic investments are more likely to attract prospective students than institutions experiencing persistent infrastructural deficiencies and declining educational quality. The relationship between institutional grants and students' enrolment can be understood from the perspective that financial investments in institutional development often improve educational quality, institutional attractiveness, and public confidence.

Institutional grants do not usually increase enrolment directly; rather, they enhance the physical, academic, and technological environment that prospective students consider when making enrolment decisions. Consequently, institutions that experience substantial infrastructural and academic improvements are more

likely to attract prospective students and maintain stable enrolment patterns than institutions with persistent infrastructural deficiencies and limited educational resources. This is important where students and parents pay closer attention to institutional quality indicators before choosing institutions. Olowoye (2025), reported that TETFund interventions have contributed significantly to physical development, research productivity, staff capacity building, and institutional quality assurance across Nigerian universities, polytechnics, and colleges of education, although the magnitude of impact varies across institutions and regions. Hence, institutional grants can create conditions that encourage students to seek admission into institutions perceived to possess better facilities and stronger academic environments, thereby providing a plausible basis for examining their influence on enrolment patterns in colleges of education.

Abia State College of Education (Technical), Arochukwu (ASCETA) is a Nigerian Tertiary Institution established in 1993 by the Abia State Government (ASCETA Website, 2026). The College was created to produce professionally competent teachers with the pedagogical knowledge, technical expertise, and practical skills required to meet the manpower needs of Nigeria's basic and secondary education sectors. Over the years, the institution has remained committed to the preparation of qualified teachers through the integration of academic knowledge, practical training, innovation, and community service. In addition to its statutory mandate of teacher preparation, the College contributes to human capital development by promoting technical and vocational education, entrepreneurship, research, and community engagement in line with national educational goals (Ojeka et al. 2023). The College currently operates six academic schools with accredited academic programmes and continues to expand its academic programmes and institutional capacity in response to emerging educational and technological demands.

As a public tertiary institution, ASCETA operates within the broader framework of Nigeria's higher education system, where government subventions alone are often insufficient to address increasing

institutional needs arising from enrolment expansion, infrastructural development, technological advancement, programme accreditation, research, and staff capacity building. Consequently, like other eligible public colleges of education in Nigeria, the College benefits from institutional grants provided through intervention agencies, particularly the Tertiary Education Trust Fund (TETFund), as well as financial support from the Abia State Government and other development initiatives (ASCETA Website, 2026). These grants are intended to improve teaching and learning facilities, construct and rehabilitate academic buildings, provide instructional equipment, strengthen information and communication technology (ICT) infrastructure, promote research and innovation, and enhance staff development (TETFund, 2026). The College's status as a TETFund beneficiary institution makes it eligible to receive intervention funds aimed at improving institutional quality, educational effectiveness, and long-term sustainability.

With the implementation of the Dual Mandate policy, ASCETA as an eligible college of education is expected to go beyond the Nigeria Certificate in Education (NCE) programme to include bachelor's degree programmes in education (Federal Ministry of Education, 2025). This reform places greater demands on institutional infrastructure, staffing, instructional facilities, research capacity, digital learning resources, and quality assurance mechanisms. Meeting these expectations requires substantial institutional investment, much of which depends on sustained intervention funding and institutional grants. Consequently, the ability of colleges of education to attract and retain students is increasingly linked to their capacity to provide a modern, well-equipped, and academically competitive learning environment capable of meeting national regulatory standards and societal expectations. Institutional grants therefore serve as an important mechanism for strengthening institutional capacity and improving the competitiveness of colleges of education in Nigeria.

Although ASCETA has continued to benefit from institutional grants and intervention-funded projects, there is limited empirical evidence on their perceived

impact on students' enrolment in the College. Empirical studies on the institution have largely focused on funding practices, institutional sustainability, and administrative issues (Ojeka et al., 2026), with relatively little attention given to how institutional grants may shape prospective students' decisions to enrol in the institution. Consequently, the extent to which institutional grants are perceived to contribute to increased enrolment in ASCETA remains insufficiently documented. This gap in knowledge constitutes the central problem that necessitated the present study. However, student enrolment remains an important measure of an institution's attractiveness, growth, sustainability, and public trust. Therefore, it is against this background that this study investigated the Impact of Institutional Grants on Students' Enrolment in Abia State College of Education (Technical), Arochukwu, Nigeria.

II. STATEMENT OF THE PROBLEM

Higher education institutions are expected to provide conducive teaching and learning environments capable of attracting, enrolling, and retaining students while producing graduates equipped with relevant knowledge, skills, and competencies for national development. In this regard, institutional grants serve as important mechanisms for improving educational quality through investments in infrastructure, instructional facilities, information and communication technology (ICT), staff development, research, and innovation. Ideally, adequate and effectively utilised institutional grants should strengthen institutional capacity, enhance academic programmes, improve public confidence, increase institutional attractiveness, and consequently contribute to sustainable student enrolment.

However, despite the availability of institutional grants from agencies such as TETFund, which have supported infrastructural development, ICT enhancement, staff development, and the improvement of teaching and learning facilities in tertiary institutions, ASCETA continues to experience challenges in expanding student enrolment in some academic programmes. Furthermore, there are concerns about whether these grants have resulted to measurable improvements in

the institution, especially in making ASCETA more attractive to prospective students and increasing student enrolment. Consequently, there is insufficient empirical evidence on the impact of institutional grants on student enrolment growth in ASCETA.

The limited knowledge of how institutional grants affect student enrolment creates a significant research gap that needs to be addressed. Without empirical evidence on whether grant-funded improvements in infrastructure, instructional facilities, ICT resources, staff development, and institutional innovation contribute to increased student enrolment, institutional administrators and policymakers may find it difficult to assess the effectiveness of such investments or make informed decisions regarding future funding priorities. Failure to understand this relationship between institutional grants and student enrolment may result to inefficient allocation of institutional resources, reduced benefits from grant-supported projects, and continued challenges in attracting and sustaining student enrolment in colleges of education. It is against this backdrop that the present study investigated the impact of institutional grants on student enrolment in Abia State College of Education (Technical), Arochukwu, Nigeria.

III. PURPOSE OF THE STUDY

The general purpose of this study was to examine the impact of institutional grants on student enrolment in Abia State College of Education (Technical), Arochukwu, Nigeria. Specifically, the study sought to:

1. determine the impact of infrastructure grants on student enrolment in Abia State College of Education (Technical), Arochukwu, Nigeria.
2. examine the impact of teaching and learning facilities grants on student enrolment in Abia State College of Education (Technical), Arochukwu, Nigeria.
3. ascertain the impact of information and communication technology (ICT) grants on student enrolment in Abia State College of Education (Technical), Arochukwu, Nigeria.

4. examine the impact of staff development grants on student enrolment in Abia State College of Education (Technical), Arochukwu, Nigeria.
5. determine the impact of research and innovation grants on student enrolment in Abia State College of Education (Technical), Arochukwu, Nigeria.

IV. RESEARCH QUESTIONS

The following research questions guided the study:

1. What is the impact of infrastructure grants on student enrolment in Abia State College of Education (Technical), Arochukwu, Nigeria?
2. What is the impact of teaching and learning facilities grants on student enrolment in Abia State College of Education (Technical), Arochukwu, Nigeria?
3. What is the impact of information and communication technology (ICT) grants on student enrolment in Abia State College of Education (Technical), Arochukwu, Nigeria?
4. What is the impact of staff development grants on student enrolment in Abia State College of Education (Technical), Arochukwu, Nigeria?
5. What is the impact of research and innovation grants on student enrolment in Abia State College of Education (Technical), Arochukwu, Nigeria?

V. METHODOLOGY

The study adopted a descriptive survey research design. This design was considered appropriate because the study sought to obtain information from respondents regarding their perceptions of the impact of institutional grants on student enrolment in Abia State College of Education (Technical), Arochukwu, Nigeria. For the purpose of this study, impact refers to the perceived extent to which institutional grants contribute to improvements in institutional conditions and activities that may enhance student enrolment, as rated by academic staff and senior administrative staff of Abia State College of Education (Technical), Arochukwu. Therefore, the term impact as used in this study does not imply direct causal effect but

represents the respondents' perceived influence of grant-supported interventions on factors associated with student enrolment, such as infrastructure development, teaching and learning facilities, ICT resources, staff development, and research and innovation activities. The study was conducted at Abia State College of Education (Technical), Arochukwu (ASCETA), Abia State, Nigeria. The College was considered appropriate for this study because it has benefited from institutional grants aimed at improving infrastructure, teaching and learning facilities, ICT resources, staff development, and institutional innovation. The population of the study comprised 207 staff members of Abia State College of Education (Technical), Arochukwu, consisting of 126 academic staff and 81 senior administrative staff (ASCETA Office of the Registrar, Establishments Unit, 2026). The study specifically involved senior administrative staff instead of all administrative staff because senior administrative officers occupy strategic positions within the institutional administrative structure and are directly involved in policy implementation, planning, budgeting, records management, student affairs, admissions, finance, procurement, works and maintenance, quality assurance, and general institutional decision-making processes. These responsibilities expose them to information concerning institutional funding sources, grant implementation processes, utilisation of intervention funds, and institutional development outcomes. The entire population was used for the study since it was manageable in size. Data for the study were collected using a structured questionnaire titled "Institutional Grants and Student Enrolment Questionnaire (IGSEQ)" developed by the researcher based on the objectives of the study and relevant literature. The instrument was validated by three experts; two from the Department of Educational Management, and one from the Measurement and Evaluation Unit in the Department of Science Education, all in Michael Okpara University of Agriculture, Umudike, Abia State. The reliability of the instrument was determined through trial testing, while the data obtained were analysed using Cronbach's Alpha reliability coefficient which yielded a reliability coefficient of 0.79. Google Forms was used to administer the instrument to the respondents as it

ensured automatic recording of responses for easy data analysis. The data collected were analysed using mean and standard deviation to answer the research questions. A criterion mean of 2.50 was used for decision-making. Mean scores of 2.50 and above were interpreted as indicating high perceived impact, whereas mean scores below 2.50 were interpreted as indicating low perceived impact. Data analysis was computed using the Statistical Package for Social Sciences (SPSS), Version 25.

VI. RESULTS

Research Question One

What is the impact of infrastructure grants on student enrolment in Abia State College of Education (Technical), Arochukwu, Nigeria?

Table 1
Mean and Standard Deviation of Academic Staff and Senior Administrative Staff on the Impact of Infrastructure Grants on Student Enrolment in ASCETA.

S/No	Item Statements	Academic Staff N ₁ =126		Senior Administrative Staff N ₂ = 81		Decision
		X ₁	SD ₁	X ₂	SD ₂	
	Infrastructure grants have contributed to:					
1.	Construction and renovation of academic buildings that improve the attractiveness of the College to prospective students.	2.95	0.73	3.10	0.58	Agreed
2.	Provision of adequate lecture halls that create a conducive environment for teaching and learning.	2.66	0.72	2.55	0.35	Agreed
3.	Development of workshops, laboratories, and practical learning spaces that enhance students' interest in the College.	3.33	0.60	3.42	0.50	Agreed
4.	Improvement of students' accommodation facilities, thereby encouraging students to enrol in the College.	2.61	0.53	2.51	0.39	Agreed
5.	Improvement of the physical appearance and image of the College among prospective students and parents.	2.53	0.65	2.62	0.50	Agreed
6.	Creation of a safer and more comfortable campus environment that supports students' decision to enrol.	3.10	0.78	3.19	0.51	Agreed
7.	Expansion of institutional capacity to admit more students into academic programmes.	2.56	0.66	2.65	0.35	Agreed
	Cluster Mean/Standard Deviation	2.82	0.67	2.86	0.45	Agreed

Source: Field Survey, 2026 Key: X = Mean, SD = Standard Deviation, N = Number

The results presented in Table 1 showed that all the seven items on the impact of infrastructure grants on student enrolment recorded mean ratings above the criterion mean of 2.50 by both academic staff and senior administrative staff, indicating agreement that infrastructure grants have a positive impact on student enrolment in Abia State College of Education (Technical), Arochukwu. Specifically, the respondents agreed that infrastructure grants have

contributed to the construction and renovation of academic buildings, provision of adequate lecture halls, development of workshops and laboratories, improvement of students' accommodation facilities, enhancement of the physical appearance of the College, creation of a safer and more conducive campus environment, and expansion of the College's capacity to admit more students. The cluster mean of 2.82 (SD = 0.67) for academic staff and 2.86 (SD =

0.45) for senior administrative staff further indicates that both categories of respondents perceived infrastructure grants as having a positive impact on student enrolment. The relatively low standard deviation values suggest that the respondents expressed similar opinions regarding the contribution of infrastructure grants. Therefore, infrastructure grants were perceived to have a positive impact on

student enrolment in Abia State College of Education (Technical), Arochukwu, Nigeria.

Research Question Two

What is the impact of teaching and learning facilities grants on student enrolment in Abia State College of Education (Technical), Arochukwu, Nigeria?

Table 2
Mean and Standard Deviation of Academic Staff and Senior Administrative Staff on the Impact of Teaching and Learning Facilities Grants on Student Enrolment in ASCETA.

S/No	Item Statements	Academic Staff N ₁ =126		Senior Administrative Staff N ₂ = 81		Decision
		X ₁	SD ₁	X ₂	SD ₂	
	Teaching and learning facilities grants have contributed to:					
8.	Provision of modern instructional materials that improve the attractiveness of academic programmes.	2.51	0.48	3.42	0.40	Agreed
9.	Equipping classrooms, laboratories, and workshops with relevant teaching facilities.	2.95	0.43	2.78	0.50	Agreed
10.	Improvement of practical learning experiences that encourage students to choose the College.	2.66	0.52	2.70	0.51	Agreed
11.	Availability of adequate library resources that support students' academic activities.	3.33	0.50	3.46	0.64	Agreed
12.	Improvement in the quality of teaching and learning experiences offered by the College.	3.11	0.63	3.20	0.81	Agreed
13.	Enhancement of students' confidence in the quality of programmes offered by the College.	3.83	0.38	3.72	0.85	Agreed
	Cluster Mean/Standard Deviation	3.07	0.49	3.21	0.62	Agreed

Source: Field Survey, 2026 Key: X = Mean, SD = Standard Deviation, N = Number

Table 2 revealed that all six items relating to the impact of teaching and learning facilities grants obtained mean ratings above the criterion mean of 2.50 from both academic staff and senior administrative staff. This indicates that the respondents agreed that grants for teaching and learning facilities have positively influenced student enrolment in the College. Specifically, the respondents agreed that these grants have supported the provision of modern instructional materials, equipped classrooms, laboratories, and workshops, improved practical learning experiences, enhanced library resources, improved the quality of teaching and learning, and increased students' confidence in

the quality of academic programmes offered by the College. The cluster mean of 3.07 (SD = 0.49) for academic staff and 3.21 (SD = 0.62) for senior administrative staff indicates that both groups perceived teaching and learning facilities grants as having a positive impact on student enrolment. The standard deviation values show a relatively high level of agreement among respondents. Therefore, teaching and learning facilities grants were perceived to have a positive impact on student enrolment in Abia State College of Education (Technical), Arochukwu, Nigeria.

Research Question Three

What is the impact of information and communication technology (ICT) grants on student enrolment in Abia State College of Education (Technical), Arochukwu, Nigeria?

Table 3
Mean and Standard Deviation of Academic Staff and Senior Administrative Staff on the Impact of ICT grants on Student Enrolment in ASCETA

S/No	Item Statements	Academic Staff N ₁ =126		Senior Administrative Staff N ₂ = 81		Decision
		X ₁	SD ₁	X ₂	SD ₂	
	ICT Grants have contributed to:					
14.	Improvement of digital learning facilities available to students.	3.36	0.52	3.25	0.75	Agreed
15.	Provision of computers and ICT equipment for academic activities.	3.70	0.58	3.83	0.64	Agreed
16.	Enhancement of online learning and digital academic services in the College.	2.58	0.88	3.44	0.69	Agreed
17.	Improvement of internet accessibility for teaching, learning, and research activities.	2.88	0.75	2.83	0.70	Agreed
18.	Improvement of the perception of the College as a modern and technology-driven institution.	3.56	0.83	3.25	0.69	Agreed
	Cluster Mean/Standard Deviation	3.22	0.71	3.32	0.69	Agreed

Source: Field Survey, 2026 Key: X = Mean, SD = Standard Deviation, N = Number

The findings presented in Table 3 indicate that all five items relating to ICT grants recorded mean ratings above the criterion mean of 2.50 for both academic staff and senior administrative staff. This implies that the respondents agreed that ICT grants have positively influenced student enrolment in the College. Specifically, they agreed that ICT grants have improved digital learning facilities, increased the availability of computers and ICT equipment, enhanced online learning and digital academic services, improved internet accessibility for teaching, learning, and research, and strengthened the perception of the College as a modern and technology-driven institution. The cluster mean of 3.22 (SD = 0.71) for academic staff and 3.32 (SD = 0.69) for senior administrative staff indicates that

both categories of respondents perceived ICT grants as having a positive impact on student enrolment. The standard deviation values further suggest that the responses were fairly consistent across both groups. Therefore, ICT grants were perceived to have a positive impact on student enrolment in Abia State College of Education (Technical), Arochukwu, Nigeria.

Research Question Four

What is the impact of staff development grants on student enrolment in Abia State College of Education (Technical), Arochukwu, Nigeria?

Table 4
Mean and Standard Deviation of Academic Staff and Senior Administrative Staff on the Impact of Staff Development Grants on Student Enrolment in ASCETA.

S/No	Item Statements	Academic Staff N ₁ =126		Senior Administrative Staff N ₂ = 81		Decision
		X ₁	SD ₁	X ₂	SD ₂	
	Staff Development Grants have contributed to:					
19.	Improvement of lecturers' professional competence through training and development programmes.	3.51	0.68	3.63	0.38	Agreed
20.	Enhancement of teaching effectiveness among academic staff.	2.85	0.73	2.70	0.62	Agreed
21.	Improvement in the quality of academic programmes offered by the College.	2.76	0.62	2.65	0.54	Agreed
22.	Increased confidence of students and parents in the academic quality of the College.	3.43	0.60	3.33	0.38	Agreed
23.	Improvement of institutional reputation through enhanced staff capacity.	3.21	0.63	3.30	0.62	Agreed
24.	Better delivery of student support and administrative services through staff training.	3.55	0.54	3.61	0.54	
	Cluster Mean/Standard Deviation	3.22	0.63	3.20	0.51	Agreed

Source: Field Survey, 2026 Key: X = Mean, SD = Standard Deviation, N = Number

The results in Table 4 show that all six items on staff development grants obtained mean ratings above the criterion mean of 2.50 from both academic staff and senior administrative staff. This indicates that the respondents agreed that staff development grants have positively influenced student enrolment in the College. They specifically agreed that staff development grants have improved lecturers' professional competencies, enhanced teaching effectiveness, improved the quality of academic programmes, increased the confidence of students and parents in the institution, strengthened the College's reputation, and improved the delivery of student support and administrative services. The cluster mean of 3.22 (SD = 0.63) for academic staff

and 3.20 (SD = 0.51) for senior administrative staff demonstrates that both groups perceived staff development grants as having a positive impact on student enrolment. The relatively low standard deviation values indicate that the respondents shared similar opinions on the issues examined. Therefore, staff development grants were perceived to have a positive impact on student enrolment in Abia State College of Education (Technical), Arochukwu, Nigeria.

Research Question Five

What is the impact of research and innovation grants on student enrolment in Abia State College of Education (Technical), Arochukwu, Nigeria?

Table 5
Mean and Standard Deviation of Academic Staff and Senior Administrative Staff on the Impact of Research and Innovation Grants on Student Enrolment in ASCETA.

S/No	Item Statements	Academic Staff N ₁ =126		Senior Administrative Staff N ₂ = 81		Decision
		X ₁	SD ₁	X ₂	SD ₂	
	Research and Innovation Grants have contributed to:					

25.	Promotion of research activities that improve the academic reputation of the College.	2.61	0.68	2.65	0.99	Agreed
26.	Development of innovative programmes and initiatives that attract prospective students.	2.75	0.63	2.68	0.85	Agreed
27.	Establishment of entrepreneurship and innovation opportunities for students.	2.66	0.72	2.68	0.90	Agreed
28.	Improvement of the visibility and competitiveness of the College among similar institutions.	3.13	0.60	3.16	0.80	Agreed
29.	Enhancement of students' perception of the College as an institution committed to innovation and creativity.	3.22	0.63	3.25	0.75	Agreed
Cluster Mean/Standard Deviation		2.87	0.65	2.88	0.86	Agreed

Source: Field Survey, 2026 Key: X = Mean, SD = Standard Deviation, N = Number

Table 5 indicates that all five items relating to research and innovation grants recorded mean ratings above the criterion mean of 2.50 for both academic staff and senior administrative staff. This shows that the respondents agreed that research and innovation grants have positively influenced student enrolment in the College. Specifically, the respondents agreed that these grants have promoted research activities, supported the development of innovative academic programmes, enhanced entrepreneurship and innovation opportunities for students, improved the visibility and competitiveness of the College, and strengthened students' perception of the institution as one that promotes innovation and creativity. The cluster mean of 2.87 (SD = 0.65) for academic staff and 2.88 (SD = 0.86) for senior administrative staff indicates that both categories of respondents perceived research and innovation grants as having a positive impact on student enrolment. The standard deviation values also suggest a reasonable level of consistency in the respondents' opinions. Therefore, research and innovation grants were perceived to have a positive impact on student enrolment in Abia State College of Education (Technical), Arochukwu, Nigeria.

VII. DISCUSSION OF FINDINGS

The findings of this study revealed that infrastructure grants have a positive impact on student enrolment in Abia State College of Education (Technical), Arochukwu. Both academic staff and senior administrative staff agreed that grant-supported infrastructure development, including the

construction and renovation of academic buildings, provision of lecture halls, development of workshops and laboratories, improvement of students' accommodation, enhancement of the physical appearance of the College, creation of a safer learning environment, and expansion of institutional capacity contribute positively to student enrolment. The close cluster mean ratings of academic staff (2.82) and senior administrative staff (2.86) suggest a shared understanding that improved physical infrastructure enhances the attractiveness of the institution and influences prospective students' decisions to enrol in the College. This finding aligns with the study of Ozochi et al. (2024), who reported that educational funding directed towards infrastructural development significantly improves institutional performance and increases the attractiveness of public tertiary institutions in South-East Nigeria. Similarly, the finding is in agreement with that of Mukoro and Akpadaka (2024) who observed that TETFund interventions in infrastructure have enhanced the quality of learning environments in Nigerian tertiary institutions, thereby strengthening institutional competitiveness and public confidence. Hence, adequate infrastructure provides a conducive teaching and learning environment, projects a positive institutional image, and enhances stakeholders' confidence in the institution, thereby making it more attractive to prospective students.

The study further found that teaching and learning facilities grants have a positive impact on student enrolment in Abia State College of Education

(Technical), Arochukwu. Respondents agreed that grants supporting instructional materials, classroom facilities, laboratories, workshops, libraries, and practical learning resources contribute to improved teaching quality and increased student enrolment. The cluster mean values obtained from both academic staff (3.07) and senior administrative staff (3.21) indicate that respondents strongly perceived teaching and learning facilities as important institutional factors that influence students' choice of institution. The finding agrees with that of Ojeka et al. (2023) who found that sustained investment in instructional resources and academic facilities contributes significantly to institutional development and strengthens public confidence in colleges of education. The result is also consistent with UNESCO (2025), which emphasised that educational grants directed towards learning resources improve educational quality and create favourable learning conditions capable of attracting more learners. This implies that modern teaching and learning facilities increase students' satisfaction, and encourage prospective students to enrol in institutions that provide adequate learning resources.

The findings also showed that ICT grants have a positive impact on student enrolment in Abia State College of Education (Technical), Arochukwu. Academic staff and senior administrative staff agreed that ICT grants have enhanced digital learning facilities, improved internet connectivity, increased access to computers and ICT equipment, strengthened online learning services, and projected the College as a technologically progressive institution. The high cluster mean ratings of 3.22 and 3.32, respectively, indicate that respondents perceived ICT development as an important factor influencing student enrolment. This finding corroborates with the study of Okorieocha and Ugwunali (2025), who found that integrating digital technologies into teaching and learning enhances educational quality and improves institutional competitiveness within the Nigerian TVET sector. Similarly, the study is in consonance with the study of Olowoye (2025) who reported that investment in digital infrastructure significantly contributes to institutional performance and students' preference for technologically equipped higher education

institutions. These findings suggest that ICT grants enhance institutional modernisation, improve learning experiences, and strengthen the institution's ability to attract prospective students in an increasingly digital educational environment.

The study found that staff development grants have a positive impact on student enrolment in Abia State College of Education (Technical), Arochukwu. Respondents agreed that grants supporting staff training and professional development improve lecturers' competencies, teaching effectiveness, programme quality, institutional reputation, student confidence, and the delivery of administrative services. The cluster mean ratings of 3.22 for academic staff and 3.20 for senior administrative staff indicate that both groups perceived staff development as an important contributor to increased student enrolment. This finding is consistent with that of Erhieyovwe and Andrew (2019) who maintained that sustained investment in academic personnel contributes to improved institutional performance and educational outcomes. The finding also aligns with Ozochi et al. (2024), who reported that staff capacity development improves instructional quality, strengthens institutional reputation, and enhances students' confidence in higher education institutions. This implies that well-trained academic and administrative personnel improve institutional efficiency and service delivery, thereby creating favourable conditions that encourage prospective students to enrol.

Finally, the study found that research and innovation grants have a positive impact on student enrolment in Abia State College of Education (Technical), Arochukwu. Respondents agreed that grants supporting research activities, innovative academic programmes, entrepreneurship initiatives, institutional visibility, competitiveness, and innovation contribute positively to attracting students to the College. Although the cluster mean values (2.87 and 2.88) were comparatively lower than those of ICT and staff development grants, they remained above the criterion mean, indicating agreement that research and innovation grants positively influence student enrolment. The finding corroborates Olowoye (2025), who reported that research funding and

innovation initiatives improve institutional performance and enhance public perception of higher education institutions. It also supports the findings of Okorieocha and Ugwunali (2025), who observed that innovation-driven educational practices improve institutional relevance and strengthen stakeholder confidence. The finding suggests that research and innovation grants strengthen the academic profile and visibility of the institution, making it more competitive and attractive to prospective students seeking quality and innovative teacher education programmes.

VIII. CONCLUSION

The findings of this study demonstrated that institutional grants play a significant role in enhancing institutional conditions that promote student enrolment. Specifically, the study established that grants for infrastructure, teaching and learning facilities, information and communication technology (ICT), staff development, and research and innovation were all perceived by both academic staff and senior administrative staff as having a positive impact on student enrolment. The study therefore concludes that institutional grants are an important tool for strengthening the capacity, quality, competitiveness, and attractiveness of colleges of education. When physical infrastructure, instructional resources, digital learning facilities, staff competencies, and research and innovation activities are improved through institutional grants, this creates a more conducive academic environment that enhances the institution's image and increases its potential to attract and enrol more students. Therefore, sustained investment in institutional grant interventions should be regarded as a strategic approach to improving student enrolment and supporting the long-term development and sustainability of colleges of education in Nigeria.

IX. RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made:

1. The management of Abia State College of Education (Technical), Arochukwu should continue to ensure the effective utilisation and

maintenance of grant-funded infrastructure to ensure that physical facilities remain conducive, attractive, and capable of supporting increased student enrolment.

2. Government, TETFund, and other funding agencies should sustain and expand grants for teaching and learning facilities to enable the College to provide modern instructional resources, well-equipped laboratories, workshops, libraries, and classrooms that enhance the quality of education and attract prospective students.
3. The College Management should invest more in the expansion and effective utilisation of grant-supported ICT facilities by strengthening digital infrastructure, internet connectivity, e-learning platforms, and technology-driven administrative services to improve students' learning experiences and institutional competitiveness.
4. Institutional grants should continue to support staff development programmes, including sponsorship for higher academic qualifications, professional training, conferences, workshops, seminars, and capacity-building initiatives, in order to enhance teaching effectiveness, service delivery, and the overall quality of academic programmes.
5. The College Management and funding agencies should increase investment in research and innovation grants to promote quality research, entrepreneurship, innovation, and industry-oriented academic programmes that improve the institution's visibility, reputation, and attractiveness to prospective students.
6. College Management should ensure effective monitoring and evaluation mechanisms to ensure that grant-funded projects are properly implemented, maintained, and aligned with institutional priorities for improving student enrolment and educational quality.

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