

Assessment of the Relationship Between the AST&D Beneficiaries and the Perceived Benefits and Challenges.

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Abstract: The study looked at the relationship between TETFUND AST&D beneficiaries' satisfaction with the benefit and the obstacles associated with the funding for academic staff training and development. The study's population was drawn from Abdu Gusau Polytechnic in the Northwest, Nigeria. Twenty of the thirty structured questionnaires were returned as valid and were used in the study. The descriptive statistics were obtained by SPSS 2023, and the hypothesis was tested using Spearman's correlation coefficients. Statistics reveal a totally positive and statistically significant association between the satisfaction of AST&D recipients and the benefits and difficulties. Second, the interaction between AST&D benefits and challenges was strongly positive and statistically significant, indicating that the challenges had no effect on the benefits. The study recommends that TETFUND should entice local funding to attract applicants. Balancing the disparity between local and international AST&D funds will attract more local trainees and will also increase Nigeria's assets denominated in foreign currency (foreign reserves) that are held by the Central Bank of Nigeria (CBN).

Keywords: TETFUND AST&D, Likert Scale, Benefits and Challenges, Northwestern Nigeria, Academic Staff

I. INTRODUCTION

Adequate funding and development of a nation's staffing in the tertiary sector necessitate a practical assessment and evaluation of its current educational system (Abdulmujib, 2021; Willmott, 1995). The strategic management cost-benefit analysis tool, introduced in government agencies over the years, has proven beneficial. As a result, countries adopting intervention policies such as Tertiary Education funding must take stock of the perceived benefits and challenges that come with education intervention adoption from the perspective of stakeholders to manage a nation's education system workforce development effectively, as has been done by other countries (Ahlström et al., 2022; Oko, 2019; Onyeneke, 2020). Such analysis, in particular, aids in determining the value of institutional compliance or conformity to intervention norms of acceptable practice (Mbawuni, 2018).

Many nations have adopted educational intervention funding as an essential tool for standardizing the educational system in developed and developing countries (Mbawuni, 2018). Nigeria, along with Ghana, Egypt, Kenya, Kenya, South Africa, Tanzania, and Zimbabwe, was among the first African

countries to intervene in the educational sector (Isiaka et al., 2020). Tertiary education was introduced in Nigeria in 1993 through the petroleum tax fund (PTF) as a strategic move to promote accelerated growth and workforce development in the nation's higher education sector (Onyeneke, 2020). Until the name was changed to Tertiary Education Trust Fund (TETFUND), the PTF was one of the most influential regulators in the promotion, intervention, funding, implementation, and monitoring of education development policies in Nigeria (Oko, 2019; Onyeneke, 2020). The fund's mission is to promote general development in all state and federal colleges of education, including polytechnics and universities (Isiaka et al., 2020).

There has been an increase in interest among academics and professionals in the literature on research on the adoption of intervention funds in higher education since the implementation of education intervention agencies in both developed and developing countries (Evans & Yuan, 2022; AMIN., 2020). Research has been carried out to increase comprehension of the adoption of intervention funds in developing nations, including Nigeria. There has been some investigation into the viability of an intervention fund for tertiary education's physical structure development, library equipment, and standardisation, seminars and conferences, research, and academic staff training and development (Nawaz et al., 2022)

Despite these outstanding achievements of earlier researchers, a careful analysis of the literature on funding for higher education interventions in developing nations, particularly in Africa and Nigeria, reveals a startling gap in the literature regarding country-specific analysis of perceived benefits and challenges of educational intervention adoption in Nigeria from stakeholders' perspectives in general and the view of academic staff in particular (Abdulmujib, 2021; Nawaz et al., 2022; Nkwede & Idolor, 2014). This study noted that the gap that intervention fund research in developing countries is still being understudied compared to developed countries. While previous studies have concentrated on the adoption and compliance of educational interventions in African nations (Oko, 2019), very little research has been done on the beneficiaries' satisfaction with the perceived benefits and challenges of the intervention funds in developing African

nations like Nigeria (Anaehobi & Agim, 2019; Nnemeka & Yahaya, 2021). In particular, (Onyeneke, 2020) tried to look into the perceived benefits and challenges of funding general educational intervention in Africa, but they could not give country examples. For instance, studies on the viability of TETFUND intervention funds in Nigeria (Abdulmujib, 2021; Adesanwo, 2021; NNAEMEKA, J.; YAHAYA J. A, 2021) have been conducted, but the majority of these studies focus on physical projects To provide specific strategic directions for Nigeria and advance the literature on educational intervention funds for developing countries in general, and Nigeria in particular, it is crucial to examine the relationship between the perceived benefits and challenges of TETFUND funds intervention from a broader perspective, using intra country-regional specific data on AST&D. Furthermore, the researcher is unaware of any significant empirical study that has looked at the views of the beneficiaries, particularly regarding the perceived advantages and challenges of AST&D funds, despite the trainees' strategic position and significance as crucial stakeholders in the implementation and compliance with TETFUND AST&D in Nigeria. Beneficiaries are still stakeholders in the TETFUND, which continues to be a potent regulator and facilitator of AST & D. Their perspectives based on experience are crucial for comprehending the level of satisfaction with the advantages and disadvantages of the fund.

By offering some of the first empirical studies on the perceived advantages and difficulties of AST&D funding in Nigeria, particularly from the perspectives of those who are funded, this study will contribute to the literature on TETFUND AST&D. Therefore, the primary goal of this essay is to investigate beneficiaries' perspectives on the advantages and drawbacks of AST&D funding in Nigeria.

The driving force behind this study's specific goals is to look into the type and strength of the relationship between the AST&D masters and PhD beneficiaries and the perceived benefits and challenges of AST and D funding.

The remainder of the study is structured as follows: A literature review is the main subject of section two. The methodology is in section three. The study's findings are presented in section four. The implications are in section five. The study's limitations and conclusion are covered in section six.

II. LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT.

Institutional Theory of TETFUND AST&D Funding

The institutional theory is the lens through which this study focused. Previous studies attempted to explain the institutional adoption of intervention programs using the institutional framework (Li et al., 2021). According to institutional proponents, organizations and society must strictly adhere to societal expectations of an acceptable practice to benefit from the ongoing support they require for sustenance from their citizenry (Kılıç et al., 2021; Koskela-Huotari et al., 2020)

These similar pressures can be aggressive, prescriptive, or symbolic. Aggressive similarity pressures stem from the global network of advanced countries' governmental and regulatory systems, on which developing countries rely for critical resources and long-term survival (Kılıç et al., 2021; Li et al., 2021). The United Nations and the World Bank may use coercive measures when nations establish intervention agencies.

Socially constructed logically equivalent pressures are collective values that promote thought and deed conformity within institutional environments (Kılıç et al., 2021). These values facilitate streamlined cross-national networks and ongoing cross-societal career development collaborations (Kılıç et al., 2021; Robertson et al., 2021). One such value is the requirement for similar educational development attainment across the globe for nations to continue their partnership in human development intervention programs (Kılıç et al., 2021; Robertson et al., 2021). These normative pressures are felt most acutely by developing and emerging economies, which incidentally or actively seek foreign direct educational and other resources from developed countries and international organizations. The network theory of the benefits weaker countries might obtain from complying with the social rules of stronger nations is embedded in the institutional theory (Robertson et al., 2021). Thus, developing countries establishing education intervention funding agents such as TETFUND would derive legitimate benefits from the international education intervention framework's institutional network (Robertson et al., 2021). The institutional theory allows the researcher to comprehend why countries such as Nigeria would emulate and conform to acceptable norms of education intervention practices in the developed countries for their intervention fund agencies due to the perceived benefits of those funds to their beneficiaries and stakeholders (Li et al., 2021). In this regard, normative pressures enable Nigeria to replicate existing foreign intervention models to conform to global education intervention funding standards and share the collective value they bring to beneficiaries. Simultaneously, Nigeria's openness to foreign education systems and exchanges exposes her intervention agency (TETFUND) to mimetic similarity demands to imitate the challenging standards of best intervention agency practices, as do intervention agents in developed countries.

The study expands on the institutional framework to argue that the propensity of developing countries to emulate successful and legitimate developed nations by funding higher education initiatives through intervention funding is known as imitative logically equivalent pressures (Kılıç et al., 2021; Robertson et al., 2021). A region's exposure to bilateral education programs and trade exchanges exposes nations to imitations of best practices in human capital development (Kılıç et al., 2021; Robertson et al., 2021). (Li et al., 2021) also found a connection between sharing of educational resources and the advancement in education. Working with appropriate educational trade partners from developed countries creates network effects and imitative pressures on

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Benefits of TETFUND AST&D Funding

This study presumes that all stakeholders within the institutional network of public tertiary institutions in Nigeria are beneficiaries of the TETFUND AST&D intervention implementation (Anaehobi & Agim, 2019; Isiaka et al., 2020; Oko, 2019). Stakeholders in the TETFUND AST&D context include the country, Nigeria; states; policymakers; regulators; and the funding agent, TETFUND; tertiary institutions; trainees; training institutions; and others. Since the implementation followed in the footsteps of other nations, it is necessary to evaluate the perceived benefits and challenges associated with the fund's establishment to manage its operations effectively. This aids in determining the value of institutional compliance and the extent to which the goal is met (Anderibom, 2017; Nkwede & Idolor, 2014). Therefore, this study is critical for the fund's stakeholders and regulators.

The legitimate benefits of AST&D funding for Nigeria as a country include the credibility of academics in Nigerian tertiary institutions to compete favourably with their counterparts in the academic community worldwide; greater mobility of skilled indigenous academics; improved quality of delivery; and avoidance of the need to hire expatriates from other countries (OLATUNJI, 2020). (Nawaz et al., 2022) identifies six perceived legitimate benefits for AST&D funding as follows: contribution to the prosperity and human capital development; inclusion of relevant skills from all parts of the education system; stability over time; adaptability to changes in the educational environment; robustness against producing low-quality graduates; and resistance to foreign interest groups' dominance.

At tertiary institutions, TETFUND academic training funding will increase the chances of program accreditation, increase academic transparency and understandability, reduce the cost of hiring skilled lecturers, improve hiring cost redirection, broaden skills development, improve quality and value, boost comparability, increase the transparency of results, and facilitate national and cross-border movement of academics.

For policymakers, the funding will result in the availability of higher quality information for decisions, greater confidence in the information presented, a better understanding of the system, assessing the workability of policies and achievement of purpose, comparing current standards with the past, compare a peer group of institutions, comparing national and international standards, the formulation of policies, and more timely reports and reporting.

III. EMPIRICAL REVIEW

Higher Education Intervention Globally

Tasker (1994) explored government engagement in higher education in the United Kingdom from 1987 to 1993, focusing on entrepreneurship education, quality audit, and academic and industrial values. The paper contends that academic principles connected with intellectual freedom are incommensurable with those of industry, which pervade contemporary government programs relating to enterprise education and quality audit and assessment. It concludes that introducing industrial principles into universities will damage the academic values that rely on open intellectual inquiry and the disinterested pursuit of knowledge.

(Conn, 2017) A meta-analysis synthesized 56 articles with 66 experimental groups, quasi-experiments, and 83 treatment arms to investigate effective educational interventions impacting student learning in Sub-Saharan Africa. The study examined 12 educational interventions, including giving out school supplies, rewarding teachers, and putting systems in place at specific schools. The researcher looked at each type of intervention, provided analytics on relative effectiveness, and investigated why some interventions appear more successful than others. Empirical findings reveal that programs that alter teachers' pedagogy or classroom instructional methods had an effect size of roughly 0.30 standard deviations than all other types of programs combined.

(Zhang et al., 2022) evaluated the viability of a contact-based education intervention

to reduce stigma among Beijing, China's primary care and community healthcare staff. Before and after the intervention, with follow-up at one month and three months after the intervention, each participant completed an assessment of mental health stigma related to knowledge (mental health knowledge schedule, MAKS); attitudes (mental illness: clinicians' attitudes scale, MICA-4); and behaviour (reported and intended behaviour scale, RIBS). One hundred and twenty-one healthcare professionals were hired. The contact-based education intervention to reduce stigma among primary and community healthcare staff was practical. Following the intervention, the "education only" group and the "education and contact" group demonstrated increased knowledge. At three months, both groups had maintained gains in stigma levels (knowledge, attitudes, and behaviours).

(Evans & Yuan, 2022) studied the best strategy to enhance access and learning results for girls. The review gathered evidence from 267 educational programs in 54 poor and middle-income countries, regardless of whether the programs mainly target females or specify their effects on girls. Generic interventions that increase access and learning provide average improvements for females equivalent to girl-targeted programs. General interventions have the same effect on girls as they do on boys. These findings imply that nontargeted interventions can generate significant educational improvements for girls. Many of the most effective treatments for improving female access entail relaxing household-level barriers (such as cash transfer programs), and many of the most effective strategies for improving learning for girls include improving teacher pedagogy. Girl-targeted interventions may make the most sense when addressing obstacles unique to or more pronounced for females.

At a UK university, (Nawaz et al., 2022) used understudies' evaluations of education through feedback surveys, which constitute an integral mechanism for quality assurance and enhancement of teaching and learning in higher education, covering tertiary education, commercial training, and apprenticeship programs, among other things, where textual feedback is collected to improve teaching and learning quality. The study focuses on education for sustainable development, higher education policy creation, and intervention measures. The study framework was used as a case study to analyze a vast data set of 4400 open-ended replies to the National Student Survey (NSS) at a UK university. These investigations led to the discovery, planning, implementation, and evaluation of a two-year series of teaching and learning interventions.

Higher Education Intervention in Nigeria

(Anderibom, 2017) examined the impact of external fund interventions on tertiary institutions' staff development in Nigeria with selected tertiary institutions in the Yola metropolis. The study evaluated the impact of TETFUND on tertiary institutions' staff development using descriptive and analytical methods of analysis, mainly simple percentages, mean scores, and chi-square statistics. The study made use of primary data obtained using questionnaires. The findings revealed that TETFUND had positive and significant effects on developing tertiary institutions' staff.

(Udoka, Dikeocha, 2021) aimed to analyze the influence of the TETFUND on the administration of business teacher education in Nigeria's colleges of education in the South East Zone. The study used a survey research design with a population of 132 professors from the Southeast zone's seven federal and state-owned institutions of education. The researcher created a four-point scale questionnaire to collect data for the study. The items concerning the study topics were analyzed using mean and standard deviation, while null hypotheses were checked using t-test statistics at the 0.05 level of significance. The findings revealed that funding for

business teacher education has improved but that teaching and learning facilities are in poor condition.

(Chinwe & Udu, 2019) investigated the influence of Tertiary Education Trust Fund (TETFUND) intervention on educational research quality and relevance (2010–2015). The study focused on the influence of TETFUND initiatives on appropriate, relevant research development in Nigerian postsecondary institutions, with a particular emphasis on South East Nigeria. A standardized questionnaire was distributed to 481 people recruited from the study's demographic. For the analysis, 386 authentic copies of the questionnaire were used. The hypothesis for the study was tested using one-way ANOVA at a significance level of 0.05. The findings reveal that TETFUND assistance has little to no effect on the quality and relevance of research conducted by staff at state-owned universities in Nigeria's southeastern region.

(RAJI, 2019) investigated the local adaption dimension of training of Nigerians overseas with TETFUND's knowledge transfer and human capital development gap. The population comprised scholars who went overseas for postgraduate studies, resulting in a sample size of 24 people. The sample frame remains as the sample space's population, which is homogeneous enough to give birth to the 20 persons chosen as the sample size. The collected data was checked using the KMO and Barlett's statistical reliability tool, and the analysis was carried out using SPSS. The acquired result, which was a P-value of 0.003 less than 0.05 at a 95% confidence interval, demonstrates a significant favourable influence on TETFUND's postgraduate program.

(Anaehobi & Agim, 2019) investigated the role of the Tertiary Education Trust Fund (TETFUND) involvement in developing university libraries in Nigeria's South-East. The population comprised ten university librarians from public universities in Nigeria's southeast. Experts validated the instrument, and its reliability was determined using the Richard Kuderson 21 with a coefficient value of 0.86. The information gathered was examined using frequencies and percentages. The findings revealed that TETFUND involvement enabled university libraries in South-East Nigeria to acquire information resources such as new encyclopedias and other reference materials. Personnel development programs supported by TETFUND have benefited library staff.

(Nkwede & Idolor, 2014) investigated the impact of TETFund initiatives in Nigerian institutions and their implications for long-term growth, with a focus on EBSU. The Content Analytical Approach was applied, with Public Goods Theory as the theoretical underpinning. The study reveals that TETFund initiatives in Nigerian universities, particularly EBSU, have benefited the institutions' infrastructure and personnel growth; the implications for long-term development are likewise favourable.

Olabisi Onabanjo University, Ogun State, Nigeria (Adesanwo, 2021) examined the impact of TET FUND interventions on industrial peace. The sample size was 128 (56%) male and 122 (54%) female. The collected data were analyzed using regression analysis to test all hypotheses at a significance level of 0.05. Findings revealed that TET FUND interventions had significantly impacted infrastructural development, staff development, and industrial peace at Olabisi Onabanjo University. Therefore, the Federal Government should step up efforts to ensure that tertiary institutions (federal and state-owned) are adequately funded through TET FUND so that staff salaries and other staff-related matters that have been a significant source of industrial conflict and disharmony are addressed.

Hypotheses

- H0: There is no correlation between the AST&D beneficiaries' satisfaction and the perceived benefits and challenges.
- H1: There is a correlation between the AST&D beneficiaries' satisfaction and the perceived benefits and challenges.

Conceptual Framework

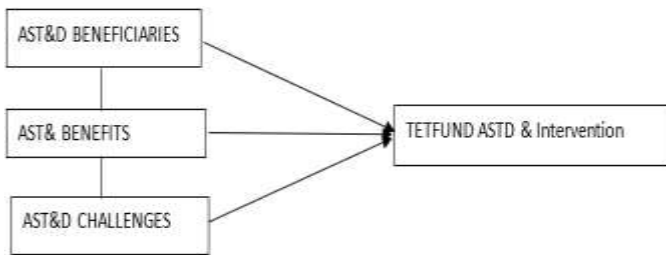


Figure 1: Tetfund Ast&D Framework

The three-factor model of the TETFUND is the foundation of the investigation. The first is the relationship between beneficiaries' perceived benefits satisfaction and challenges discontent. Another is how the benefits and drawbacks are related to the degree of perceived satisfaction, and the third is how the regulator (TETFUND) and the trios interact.

IV. METHOD

Choice of background.

The investigation took place in Nigeria. First off, Nigeria, one of the SubSaharan

Africa's (SSA) fastest-growing emerging nations provide a wealth of educational intervention funding opportunities, including Academic Staff Training and Development (AST&D) through the intervention agency "Tertiary Education Trust Fund (TETFUND)" for capacity building in public tertiary institutions. Second, the relationship between the advantages and difficulties of AST&D and the beneficiaries is of great interest. The evaluation of the perceived benefits and challenges in Nigeria would need to involve the TETFUD, policymakers, the benefiting tertiary institutions, and especially the academic staff as the principal

beneficiaries. These factors make Nigeria an intriguing research setting for academics working in higher education.

Research design, population, and sampling

This cross-sectional research obtained raw data on academic staff perceptions of the benefits and challenges of TETFUND AST&D intervention in Nigeria. The goal was to provide a general descriptive data point for further investigation (Hair Jr. et al., 2014). The study's population included AST&D academic staff from Abdu Gusau polytechnic in Northwestern Nigeria, sponsored by the fund for a master's or PhD degree still working at Abdu Gusau Polytechnic Talata Mafara. The examiner selected 20 members from among the 30 practising scholars because of their TETFUND AST&D experience, age, qualifications, and work experience. . As a result, the researcher used a sample size of 20 academic staff as participants in good standing. Because of the insecurity in North Western Nigeria, it was also simple to collect data from the respondents, who were all gathered at the same polytechnic.

Development of research instrument

A self-administered, structured questionnaire was developed based on past empirical research on perceived benefits and challenges identified with educational interventions globally, with particular reference to Nigeria. The survey was divided into four parts. The first is the demography section, capturing respondents' gender, age, education, and work profiles. The other three were for beneficiaries, benefits, and challenges. The study used a five-point Likert scale to measure variables for the research constructs since previous studies recommend using a five-point Likert scale because it has strong predictive power, like a seven-point Likert scale (Danaher & Haddrell, 1996; Mbawuni, 2018). The Likert scale ranged from strongly disagree to agree, coded 1 to 5.

Administration of research instruments

The questionnaire was pre-tested and finally administered to the target population. Specifically, the researcher administered the questionnaires at the polytechnic premises in Zamfara state, Nigeria. The discovery used an informed consent form to seek permission from the respondents and assured them of anonymity and confidentiality of their responses. Out of the 30 questionnaires administered, the survey yielded 20 usable questionnaires, representing a 66.67% response rate. The examiner considered 66.67% a high response rate for survey research of this nature (Hair Jr. et al., 2014).

Types of statistical tools and analyses

Analysis created using SPSS. Descriptive statistics generated demographic frequencies and percentages. The study tested the hypothesis with the Spearman correlation coefficient.

V. ANALYSIS, RESULTS, AND DISCUSSION

Table 1 Summary of Descriptive Statistics for Central Tendency

	Gender		Age in Years			Education		Experience in Years			
	Male	Female	26-33	34-41	42-Ab	Masters	PhD	1-5	6-10	11-15	16-Ab
Frequency	18	2	8	7	5	14	6	2	3	4	11
Percent	90	10	40	35	25	70	30	10	15	20	55

Table 1 displays the demographic information for the respondents. The significant disparity in the frequency and

percentage of males and females is due to the study area's traditions and religious norms that govern the interaction between males and the opposite sex. Every variation in respondents' educational qualifications and experience is approximate. The frequency of master's degree holders has an advantage due to the numerous academic staff sponsored by the tertiary education trust fund for academic staff training and development. For years of experience, respondents aged 26-33 scored the highest because most had received AST&D funding.

Table 2 Summary of Descriptive Statistics for Group Variables

VARIABLES	STATISTICS	SD	D	N	A	SA	TOTAL
BENEFICIARIES	NAME	SCORE	SCORE	SCORE	SCORE	SCORE	SCORE
S1	Frequency	2	1	1	2	14	20
S1	Percent	10	5	5	10	70	100
S2	Frequency	2	1	1	1	15	20
S2	Percent	10	5	5	5	75	100
S3	Frequency	3	4	1	1	11	20
S3	Percent	15	20	5	5	55	100
S4	Frequency	4	2	0	4	10	20
S4	Percent	20	10	0	20	50	100
AS	FREQUENCY	3	2	1	2	12	20
BENEFITS							
B1	Frequency	1	0	1	1	17	20
B1	Percent	5	0	5	5	85	100
B2	Frequency	1	2	1	1	15	20
B2	Percent	5	10	5	5	75	100
B3	Frequency	2	1	1	2	14	20
B3	Percent	10	5	5	10	70	100
B4	Frequency	0	3	0	8	9	20
B4	Percent	0	15	0	40	45	100
AB	FREQUENCY	1	2	1	3	13	20
CHALLENGES							
C1	Frequency	11	4	0	2	3	20
C1	Percent	55	20	0	10	15	100
C2	Frequency	11	3	1	2	3	20
C2	Percent	55	15	5	10	15	100
C3	Frequency	12	4	1	1	2	20
C3	Percent	60	20	5	5	10	100
C4	Frequency	12	5	0	1	2	20
C4	Percent	60	25	0	5	10	100
AC	FREQUENCY	11	4	1	2	2	20

The frequency and percentage results of the five-point Likert scale used for the research construct variables are displayed in

Table 2. SD stands for strongly disagree, with number 1, D for disagreeing, number 2, N for neutral, 3 for agree, number 4,

and SA for strongly agree (5). S1, S2, S3, S4, and AS represent the average frequency for the beneficiaries. Academic staff is represented by S1, public tertiary institutions are by S2, the regulator is by S3, and policymakers are by S4. B1 to B4 represent individual benefits to beneficiaries and AB their average frequency. C1 to C4 represent individual AST&D challenges.

Table 3: Spearman Correlations Coefficients Test

Correlated variables	AST&D Education	AST&D Benefits	AST&D Challenges
AST&D Education			
AST&D Benefits	$r_2 = .74^{**}, n = 20, P < .001$		
AST&D Challenges	$r_2 = .83^{**}, n = 20, P < .001$	$r_2 = .853^{**}, n = 20, P < .001$	

The statistical findings of the Spearman correlation coefficients matrix were run to examine the relations between the satisfaction in the two levels of TETFUND AST&D education (master and Ph.D.) and the benefits and challenges. There were monotonically positive and statistically significant correlation between AST&D masters and PhD satisfaction and the benefits $r_2 = .74^{**}, n = 20, p < .001$; and the challenges $r_2 = .83^{**}, n = 20, p < .001$, signifying that the AST&D benefits and drawbacks positively increase as the masters and PhD satisfaction increases. Besides, a monotonically positive and statistically significant correlation also exists between the merits and demerits, $r_2 = .853^{**}, n = 20, p < .001$, epitomizing that increase in one simultaneously increases the other.

VI. DECISION

According to (Koskela-Huotari et al., 2020), a null hypothesis for a zero correlation with $r_2 = 0$ p-value < 0.05 is not rejected. A non-zero hypothesis with $r_2 \neq 0, p < 0.05$ (Koskela-Huotari et al., 2020) was accepted. In the study, the null hypothesis predicted a statistically significant zero correlation between AST&D degree satisfaction and the benefits and challenges of TETFUND AST&D. Because the hypothesis testing revealed an empirically supported, positive, statistically significant relationship, rejected the null hypothesis and the alternative is accepted.

VII. FINDING

The findings indicate strong positive associations between the research rank positive and statistically significant variables. The finding implies that the statistics correctly predicted the outcomes. The results also support the investigation (Ibrahim, 2021; Isiaka et al., 2020; Koskela-Huotari et al., 2020). The benefits and challenges have strong, positive, and statistically significant correlations with AST&D, indicating that the satisfaction, benefits, and challenges positively enhance the other. The finding is consistent with the study (Mbawuni, 2018; Ng et al., 2020; Onwuchekwa, Grace, 2016). Besides, the finding supports the relevance of honest signaling of the institutional theory to the beneficiaries of the TETFUND AST&D intervention.

VIII. CONCLUSION

The study's objective is to investigate the relationship between the fund's beneficiaries and the advantages and disadvantages of the TETFUND AST&D intervention. The study concludes a positive correlation between the beneficiaries and the fund. Every result shows that the relation between the extreme twins and the intervention beneficiaries is positive and recommended panel studies in the field to examine the impact of fixed effects on the subject. The study further recommended that TETFUND should entice local funding to attract applicants. Balancing the disparity between local and international AST&D funds will attract more local trainees and will also increase Nigeria's assets denominated in foreign currency (foreign reserves) that are held by the Central Bank of Nigeria (CBN).

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