AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.7 (1), August-December, 2022 https://ajemates.org

PERCEIVED IMPACTS OF PROGRAMME ACCREDITATION ON THE PROVISION OF PHYSICAL FACILITIES FOR ACADEMIC EFFECTIVENESS IN FEDERAL UNIVERSITIES IN SOUTH EAST NIGERIA

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ABSTRACT
The main purpose of this study was to investigate the perceived impact of programme accreditation exercise on provision of Physical facilities for academic effectiveness in Federal Universities South East Nigeria. Two research questions and two hypotheses was raised in correspondent to the purpose of the study. Ex-post facto research design was adopted for the study. The population of this study comprises of all the academic staff of the five federal universities in South-.East Nigeria. Purposive simple random sampling was used to select 20 respondents from five faculties of each of the five federal universities in South East (100) teaching staff each from five Federal universities in South-East amounting to five hundred (500) five federal universities. Instrument for data collection was a questionnaire titled "Impact of Programme Accreditation and Physical Facilities Questionnaire (IPAPFQ) was constructed by the researcher for the purpose of the study. The instrument was validated. Reliability of the instrument was determined through a trial-test, the internal consistency of the instrument was computed using Trial-test method of Cronbach Alpha. Overall reliability coefficient of the instrument is 0.868. Data collected from the respondents was analyzed using mean and standard deviation for the research questions while T-test statistic was used for the null hypotheses. The findings revealed that programme accreditation exercise in Federal Universities in South East Nigeria has very low impact on the extent of provision and sustenance of physical facilities in Federal Universities in South East, Nigeria. The study recommends that Provision of physical facilities to federal universities in South East, Nigeria should be a continuous thing not only during programme accreditation period. Thus, borrowing staff from other universities during programme accreditation exercise should be discouraged.

Key words: Programme, Accreditation and Physical Facilities

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.7 (1), August-December, 2022 https://ajemates.org

Introduction

The rise in the number of universities in Nigeria translates to increase in enrolment, competition for human resources, and for worry financial resources, especially among public universities (Ikediugwu, 2018). The growth also brought much concerns for quality, especially as these universities offer diverse programmes, have varying capacities and delivery methods.

There is the need for quality review of these education institutions with a view to scrutinizing these institutions as well as their programmes for quality standards and possible improvement that necessitated accreditation exercise.

Accreditation in higher education is a collegial process based on self and peer assessment. Its purpose is the improvement of academic quality and public accountability. This continuing quality control process occurs usually every five to ten years (Uduak and Aniefiok 2017).

Ikediugwu(2018) stated that accreditation exercise is linked with quality assurance mechanism in the management of universities for institutional progress and students' productivity. It is a process of validation in which colleges, universities and other institutions of higher learning are evaluated for quality instructions. It is also, a process of self-study and external quality review used in higher education institutions to scrutinize an institution as well as its programmes for quality standards and quality improvement (Obadara and Alaka, 2013). The process is designed to determine whether or not an educational institution has met or exceeded the published standards set by National University Commission (NUC) for achieving quality education standard. The process usually includes a self-evaluation, peer review and site visit (Nwakpa 2014).

Accreditation is the establishment of the status, legitimacy or appropriateness of an institution, its programmes or modules of study. Accreditation is a term covering both the initial and ongoing approval of a school, postsecondary institution, or program offering as meeting the standards established by a nationally recognized accrediting association for membership in the association. Nwakpa (2014) posited that accrediting associations are voluntary membership organizations that undertake to monitor the academic and administrative quality of their members, which are either entire institutions.

Accreditation standards and guidelines in Nigeria educational system is aimed at strengthening programme for quality assurance and quality improvement. It is a process that aids institutions in developing and sustaining effective educational programmes and assures the educational community, the general public, and other organizations that the accredited institution has met high standards of quality and effectiveness (Kakaba and Emechebe, 2019).

The objectives of accreditation exercise focus on the production of quality graduates with needed skills, technical and professional

knowledge that would enable them to contribute to national development and compete favourably in employment market (Okojie 2013).

The NUC (2012) outlined the criteria for accreditation of academic programmes to include: philosophy and objectives of the programme, the curriculum, teaching staff (quality and quantity), students' admission and graduation requirements, standard of degree examination, financial support, status of physical facilities, administration of department and employers rating of graduates. It can be deduced from these criteria that accreditation of academic programmes is all embracing and involves assessing the appropriateness of programme philosophy and objectives, the adequacy and relevance of the curricula to the students in their specific areas of study and the world of work. It involves examining the adequacy of students' admission and graduation requirements, quality and quantity of teaching staff, support staff, teacher/student ratio, external examiners' reports on moderation of degree examination questions and scores, adequacy of budgetary allocation and other sources of funds to support the programmes. It also involves evaluating the status of physical facilities in terms of office accommodation, lecture halls, library facilities and the report of employers' assessment of graduates in their employ. Accreditation therefore, is a process that involves a peer review and rating of these resources in relation to the accreditation criteria.

As earlier stated, the purpose of accreditation of academic programmes is to enhance quality of university education in Nigeria. The concept of quality in education is multidimensional and embraces all functions and activities in the academic system. It involves quality of students, academic personnel (teachers), instruction, curriculum, facilities and equipment, academic programme and students' performance assessment (Akpan, 2019). Viewed from this perspective, quality university education involves quality of educational inputs, processes and output in its entirety. Quality educational inputs include quality resources necessary for universities to achieve their diverse objectives and provide quality services. The quality indicators here include quality students' intake, quality teaching staff recruited, quality facilities and equipment, quality supply system, good recruiting policies and procedures and competent teaching staff.

Physical Facilities

Ofojebe (2016) pointed out that the key indicator of quality higher education is the success of graduates in joining the labour market. However, the quality of university education in Nigeria seems to continue to deteriorate as the years passed by, despite the effort of government to improve the university learning environment and the effort of the NUC in monitoring and accrediting academic programmes. Tunde and Issa (2013) in their study attributed this to poor funding of education in Nigeria which makes university administrators unable to

provide adequate and quality infrastructural facilities and equipment for effective teaching and learning. They further stated that the non-commensurate of funding with other growing indices in Nigerian universities have negative impact on the quality of education as the universities are constantly being shut down as a result of staff unions agitating for one form of demand or the other. Otokunefor (2015) reported that the poor quality of our university graduates is due to the interwoven nature of the infrastructural deficiencies of the universities. According to him, magic facilities spring up overnight before accreditation exercises and disappear soon after. Sometimes, spaces allocated to and used by other departments are simply relabeled for the sake of accreditation.

Akomolafe and Ibijola (2014) stated that there are basically low status of infrastructure in public universities in Nigeria and attributed this to funding challenges despite the monitoring and compliance driven mechanism. This position is in line with an earlier report by Alechenu (2012) that low status of infrastructural facilities has led to a sharp decline in scholarship. In support of this, Mufuyai (2012) noted that Nigerian universities are characterized by lack of basic technology, poor funding and operating environment.

Statement of the Problem

It is no longer news that some departments borrow equipments, books/journals and chemicals from sister universities to satisfy accreditation requirements; while some accreditation panels see overcrowded lecture halls and other inadequacies and look the other way probably because of brown envelops. Given the above scenario, one wonders the justification for programme accreditation. This brought about the impact of Programme Accreditation exercise indicated that the nature of physical facilities in most public universities in Nigeria is nothing to write home about the dilapidated hostels and toilet facilities, high number of uncompleted projects, poor state of laboratories and so on that characterize most federal universities undoubtedly queries the full accreditation status of most programme as often enjoyed in federal universities particularly in South East Nigeria (Ovuah 2015).

Purpose of the Study

The main purpose of this study is to investigate the impact of academic programme accreditation exercise of NUC on physical facilities for academic effectiveness of Federal Universities in South East, Nigeria. Specifically, the study is designed to:

1. Identify the perceived impacts of programme accreditation on the provision of School facilities for academic effectiveness in Federal Universities in South East Nigeria.
2. Determine the perceived impact of programme accreditation on teaching facilities for academic effectiveness in Federal Universities in South East Nigeria.

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.7 (1), August-December, 2022 https://ajemates.org

Research Questions

The following research questions will guide the study.

1. To what extent does programme accreditation impact on the provision of school facilities for academic effectiveness in Federal Universities in South East Nigeria?
2. To what extent does programme accreditation impact on teaching facilities for academic effectiveness in Federal Universities in South East Nigeria?

Hypotheses

The following null hypotheses formulated will be tested at 0.05 level of significance will guide the study

$H0_1$: There is no significant difference between the mean rating of male and female lecturers on the perceived impacts of programme accreditation on the provision of school facilities for academic effectiveness in Federal Universities in South East Nigeria.

$H0_2$: There is no significant difference between the mean ratings of male and female lecturers on the perceived impacts of programme accreditation on Teaching Facilities for academic effectiveness in Federal Universities in South East Nigeria.

Review of Related Literature

Conceptual Framework

Accreditation Programme

Accreditation Programme is a recognition given by a regulatory agency to educational institutions that satisfy specific standards or quality (Nwite and Okpalanze, 2017). *Okebukola* (2016), defined accreditation programme as the establishment of the status, legitimacy or appropriateness of an institution programme, it is a self-regulatory process by which governmental and non-governmental, voluntary association or rather statutory bodies grant recognition to educational programs or institution that meet stated criteria of educational quality. The main focus of accreditation is ensuring and maintenance of standards in the academic programme offered in the universities.

Abubakar, (2015) defined accreditation programme as a process by which a governmental body evaluates the quality of a higher educational institution as a whole or of specific educational programme in order to formally recognized it as having met certain predetermined minimal criteria or standards. The result of this process is usually the awarding of status of recognition and sometimes of a license to operate within time limit validity. Accreditation programme could also mean a process by which the quality and standard of educational institutions are assessed. In Nigeria, this quality assurance function is conducted by the National Universities Commission (NUC) for Federal, State and Private Universities (Oladusun, 2011). Accreditation programme of degree and other academic programmes by the NUC is

a system of evaluating academic programmes in Nigerian universities to determine whenever they have met the conditions in the Minimum Academic Standard documents. A process guided by criteria general based on judging and institution in the light of stated purpose (Udom, 2016).

The National Universities Commission (NUC) Programme Evaluation Form, otherwise known as the NUC/PER is a confidential Report Form which is designed by the National Universities Commission (NUC) to be completed by each member of the Accreditation panel, the information /report that is contained in the form is strictly confidential and is strictly for the official use of the National Universities Commission (NUC) and its authorized agents. It also contains the Name and signature of the Assessor (that is the National University Commission (NUC) Accreditor). The relevant sections of the programme evaluation form are to be completed by scoring with comments written based on the curriculum, the physical facilities, books, journals, staff and so on. The form is completed and presented in the form of a statement of facts report, the report is discussed with the Vice Chancellor and his team with the panel members. This is signed, after comments and recommendations of the panel have been written on the programme to be accredited, this is handed over to the National Universities Commission (NUC) representative at the end of the Accreditation exercise for the university. The Accreditation panel report (APRF) is duly signed by all panel members, the confidentiality of the status of the academic programme for the Accreditation is strictly maintained. The report is divided into six main components; these include the following: -

Academic matters: The programme objective, the curriculum, Admission requirements, Admission Regulations, Standard of Tests and Examinations, Evaluation of Students' work, Degree Projects/Practical Work, Students Course Evaluation, Evaluation of Skills Acquisition, External Examiners System, Internal Quality Assurance, Staffing, Non-Teaching Staff, Head of Sub-Discipline, Staff Development, Physical Facilities, Facilities per Student / Equipment, Classroom facilities and Equipment, Safety and Environmental Sanitation, Library - Books, Journals and other Resource materials for the Programme including e-learning facilities, Funding - Financing of programmes by the university, Research and Collaborations and Tracer System and Employers' Rating of Graduate in Practical Work and Degree Project (Ofojebe 2020).

The Programme Philosophy objectives usually state the type of Graduate the Programme is designed for and the knowledge and skills the Graduate of the Programme should be able to perform in relation to the Philosophy, goals and objectives of the Institution. This is assessed according to the Minimum Academic Standard laid down for the Programme. It is pertinent to note that the curriculum for

degree Programme should give the student total education that would make them equipped with the Knowledge and Professional Skills.

To practice his or her chosen field at the appropriate level. The curriculum and structure of a university should be assessed based on the stipulations in the benchmark Minimum Academic standard. This is designed in line with core compulsory courses, scores are awarded to indicate remedies to improve the curriculum content and the structure of the Philosophy and objectives of the academic programme. Also is innovation, scores are awarded for inclusion of innovative courses in the curriculum. Scores are awarded for adequate content coverage (Ikediugwu 2018). Admission requirements of students into Programmes are expected to meet the National Universities Commission (NUC) Benchmark Minimum Academic requirements for Admission. Names of Students who do not meet the admission.

Impacts of Programme Accreditation on the Provision of Physical Facilities for Academic Effectiveness

Physical facilities at higher institutions Facilities normally form part of the property in an organization for supporting its occupants to achieve their goals (Wes and Danny, 1999; Alexander, 1996). An educational organization's facilities aim to provide a comfortable learning environment for students. For years, researchers have attempted to define facilities. It is evident that real estate has become one of the significant elements to be considered for future direction, physical assets and facilities make the educational institution having an excellent physical appearance (Musa and Baharum, 2016). Higher educational infrastructures are the physical assets and facilities that contribute directly to the teaching and learning efficiency in the educational system. The physical facilities and its environment give the institutions appropriate shape and atmosphere for teaching and learning. According to Okorie and Uche (2014), physical facilities and environment depict the quality of the institutions. Therefore, physical asset and facility development at higher education is complex and cost intensive. It is very challenging to safeguard their quality and maintains global standards. The development involves provision of the buildings, classrooms, hostels, staff quarters, workshops, laboratories, ICT centres, library, health-care centre and sports facilities. Duyar (2018) indicated that the conditions of natural light, air conditioning, indoor air quality, acoustics or noise control, the physical condition of ceiling, floors, walls, windows, doors and configuration of classroom significantly contributed to predicting the delivery of instruction at universities.

Duyar, (2018) opined that the condition of facilities greatly affects teacher's attitude towards classroom activities. This study gives emphasis on the conditions of good school facilities making them to teach very

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.7 (1), August-December, 2022 https://ajemates.org

effectively. Anifowose and Lawal (2013) portrayed that physical facilities such as classrooms, transport facilities, hostels for students, well-equipped library and laboratory which make up the universities. Similarly, Ndirangu and Udoto (2011) discovered that physical facilities and university's environment support academic activities. Bukola (2011) indicated that adequate physical facilities and good maintenance improve the quality of universities. A research by Fabiyi and Uzoka (2008) indicated most physical facilities, such as classrooms, laboratories, workshops and libraries, are old at many Nigerian universities, and upgrade of such facilities to global standard will improve academic activities of their schools.

Earthman and Lemasters (2019) opined that the condition of facilities greatly affects teachers attitude towards classroom activities.

Theoretical Framework

Quality Control System

Quality control system of production is propounded by Caplen (1969). Caplen sees quality control "as the function or collection of duties which must be performed throughout in an organization in order to achieve its quality objectives. Quality control system approach lies on the careful identification of the strength and weakness of all aspects of the institution with control measure in improving the input and process output for quality assurance.

Empirical Study

Ikediugwu (2017) carried out a research on the Impact of Programme Accreditation on the Provision of Physical Facilities in public and private colleges of education in the South- East Nigeria. Seven research questions and six null hypotheses were formulated to guide the study. Descriptive survey design was adopted for the study. The population of the study consisted of all the Provosts, Registrars, Directors of Work, Bursars, Deans of Schools, Heads of Departments and other teaching staff in the 10 Public and Private College of education in the zone. Breakdown of the population include: 10 Provosts, 10 Registrars, 10 Directors of Work, 10 Bursars, 41 Deans of Schools, 159 Heads of Departments, 669 Academic and 267 Administrative Staff. The sample for this study was 543 respondents, comprising 433 academic staff and 110 administrative staff of the colleges of education studied. The entire population of the Provosts, Registrars, Bursars, Directors of work from the 4 public and 2 private colleges of education was sampled. Similarly, no sample was drawn from 31 Deans of schools and 126 Heads of Departments.81% of the population was sampled. The 6 public and 4 private colleges of education sample were considered for study on geographical spread. Proportionate stratified random sampling procedure was used by the researcher as the technique for the selection of the population of colleges of education and the population of academic and administrative staff. Questionnaire was used for data collection. The questionnaire

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.7 (1), August-December, 2022 https://ajemates.org

was titled; appraisal of the management of physical facilities in public and private college of education in the South East (AMPFPPCESS). Nigeria. This questionnaire is made up of two parts: Part "A" consists of demographic data of the respondents in terms of institution, present rank, cadre of staff and years of experience. Part "B" of the questionnaire comprises 50 items in six clusters. Cluster (A) elicits information on the extent of adherence to the manual on planning for the procurement of physical facilities. Cluster (B) has 8 items and it is on the extent of adherence to the manual on maintaining the state of physical facilities. Cluster (C) is on the extent of adherence to the manual on the maintenance of physical facilities and also has 8 items. Cluster (D) is on the extent of adherence to the manual on the safety of physical facilities and also has 8 items. Cluster (E) is on the extent of adherence to the manual on the supervision of physical facilities and has 7 items. Cluster (F) is on problems encountered by provost in the management of physical facilities, and it has 6 items while the last cluster, that is cluster (G) is on the strategies to be adopted to improve the management of physical facilities, and it has 9 items. The questionnaire items in the clusters are placed on a four point rating scales of Very Great Extent (VGE), Great Extent (GE) Little Extent (LE), Very Little Extent (VLE). The researcher also used observation rating scale. This was meant to ascertain the level of adequacy of physical facilities in the colleges sampled. It was also used to sample research questions one which was based on planning and procurement of adequate physical facilities); while focus group discussion was an oral interview (taped) conducted on both academic and administrative staff of the sampled colleges. It was used to sample research queasiness one, three, four and six.

The instruments which includes the questionnaire, the observation rating scale and the focus group discussion were validated by three experts in Educational Administration and Planning and one other expert in Measurement and Evaluation all from the Faculty of Education, University of Nigeria, Nsukka (UNN). Reliability of the instrument: The questionnaire instrument was trial tested on 20 respondents from Cross River State College of Education, Akamkpa, which is outside the area of study. Data collected were subjected to Cronbach Alpha statistics to determine the internal consistency of the instrument. The analysis gave coefficient values of .67, .65, .69, .86, .93 and .94 for clusters one to six respectively with general reliability coefficient of .95. The value shows that the instrument is reliable for use in the study. Method of Data Collection The researcher employed the direct delivery and retrieval techniques with the help of assistants to facilitate the distribution and return of the questionnaire copies. The researcher collected the questionnaire back the same day after they filled in their responses. Those of them who would not complete their own immediately due to tight schedule of duty, were asked to return them through the research assistants. The data collected were analyzed using mean and standard deviation to answer the research

questions, while independent t-test was used to test the null hypotheses at 0.05 probability level. Decision for the research questions was based on limits of Real Numbers - 3.50 - 4.00 Very Great Extent (VGE) 2.50 – 3.39 for Great Extent (GE) 1.50 - 2.49 for little Extent (LE) and 0.5 – 1.49 for Very Little Extent (VLE) respectively. A fifty-item questionnaire titled The findings revealed that there is no significant difference between the opinions of staff of public and private colleges of education on the extent they adhere to the NCCE manual on planning, procurement and management of physical facilities in their institutions. The study revealed that to a great extent, management adhere to the NCCE manual on the planning, maintenance, safety and supervision of physical facilities. Based on these findings, it was therefore recommended among others that staff of both Public and Private Colleges of Education should adhere strictly to the manual from National Commission for Colleges of Education (NCCE) in the management of physical facilities and equipment in their colleges. Implications of the study, suggestions and limitations were stated appropriately based on the findings.

Summary of Literature Reviewed

In the literature reviewed, an attempt was made to look at the impact of programme accreditation and academic effectiveness in Nigerian universities. The study conceptualized accreditation of programme to give the study headway. The theoretical framework was studies on the quality control system of production. The theoretical studies centered on some educational discourse on programme accreditation and other indices of academic effectiveness found in the study. The empirical studies focused on works carried by scholars concerning the study so far on how physical facilities. Studies on physical facilities accreditation for academic effectiveness in educational management programme of federal and state universities in South-East Nigeria. However, based on the researcher's knowledge and within the time of carrying out this research, there is no known study on the impact of programme accreditation and academic effectiveness in Federal Universities in South East Nigeria. This is the yawning gap this present study intends to fill.

Research Method

Research Design: The design of the study is an ex-post facto research design. An ex-post facto research design is a type of experimental design in which experimental and control groups are selected after introducing experimental variables.

Area of the Study: This study was carried out in South-East geo-political zone of Nigeria.

Population of Study: The population of this study comprises of all the academic staff of the five federal universities in South-.East Nigeria.

Sample and Sampling Techniques: The researcher through purposive simple random

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.7 (1), August-December, 2022 https://ajemates.org

sampling will select 20 respondents will be purposively choose by researcher from five faculties of each of the five federal universities in South East (100) teaching staff each from five Federal universities in South-East amounting to five hundred (500) five federal universities. In each of the one hundred from each schools.

Instrument for Data Collection: A questionnaire titled "Impact of Programme Accreditation and Academic Effectiveness Questionnaire (IPAAEQ) is constructed by the researcher for the purpose of the study was used for data collection. The questionnaire consists of two parts namely A and B. Part A seeks to find information on respondents' demographic or personal profile while Part B contained items which seeks to find out the major assessment of the subject matter and it is divided into four(4) clusters according to four research questions that will guide the study.

Validation of the Instrument: Three draft copies of the two sets of questionnaire were submitted to three experts one from the Measurement and Evaluation option in Science and Computer Education Department and two from the Educational Administration and Planning option in Educational Foundations department all in Ebonyi State University, Abakaliki. The experts validated the instruments in line with the purpose of the study, in terms of their content relevance, items clarity, design, as well as ascertain if the items were related to the purpose of the study, research questions and hypotheses.

Reliability of the Instrument: Reliability of the instrument was determined through a trial-test based on single administration of the instrument on a sample of 25 academic staff of the faculty of education, university of Port-Harcourt, Rivers State. The internal consistency of the instrument computed using Trial-test method of cronbach Alpha. Overall reliability coefficient of the instrument is 0.868. The interval consistency of the instrument was computed separately. Each of the clusters A, B, C and D has reliability coefficient of 0.637, 0.702, 0.795 and 0.629 respectively. Since reliability coefficient of 0.868 is obtained for all the clusters of the instrument, the instrument is considered reliability for use in the study.

Method of Data Collection: Before the administration of the questionnaires, the researcher will first seek permission from the head of departments and the registrar of each of the university in time before communicating to the teaching staff.

Method of Data Analysis: In answering the research questions, data collected from the respondents was analyzed using mean and standard deviation for the research questions while T-test statistic will be used for the null hypotheses. The decision rule for research questions will be thus a mean score below 2:50 was regarded as having low impact, while a mean score of 2:50 and above was regarded as having high impact. On the other hand, the null hypothesis was rejected if the calculated value of the T-test is greater than or equals the critical value, but if otherwise, it would be accepted.

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.7 (1), August-December, 2022 https://ajemates.org

Presentation of Results

The results of this study were presented according to the research questions and hypotheses that guided the study in the tables below.

4.1 Research Questions

4.1.1 Research Question One:

1. To what extent does programme accreditation impact on the provision of school facilities for academic effectiveness in Federal Universities in South East Nigeria?

Table 1: Mean and standard deviation of the respondents on the perceived impact of programme accreditation exercise on provision of school facilities for academic effectiveness in Federal Universities South East Nigeria.

S/N	Item Statement	N	$\overline{X}$	SD	Decision
1	Lecture halls are properly kept in good shape.	487	1.75	053	LE
2	Libraries are well arranged	487	1.84	0.56	LE
3	Laboratories are maintained.	487	1.93	0.28	LE
4	Staff offices are adequately kept clean	487	2.20	0.55	LE
5	Workshops are well recognized.	487	2.22	0.56	LE
6	Examination halls are kept in order.	487	1.97	0.31	LE
7	Water supply is still provided.	487	1.93	0.27	LE
8	Power supply is still provided.	487	2.21	0.55	LE
9	Staff convenience always have enough to enter	487	1.96	0.33	LE
10	Students' convenience are always in order.	487	1.96	0.26	LE

2. To what extent does programme accreditation impact on teaching facilities for academic effectiveness in Federal Universities in South East Nigeria?

Table 2: Mean and standard deviation of the respondents on the perceived impact of programme accreditation exercise on provision of school facilities for academic effectiveness in Federal Universities South East Nigeria.

11	Fire extinguishers are always in their places	487	1.94	0.27	LE
12	Students' common room is always open to them.	487	1.88	0.36	LE
13	Staff quarters are available to any staff.	487	1.89	0.79	LE
14	Students' hostels are well maintained.	487	1.40	0.51	LE
15	School canteens are regularly supervised	487	1.42	0.52	LE

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.7 (1), August-December, 2022 https://ajemates.org

16	Eateries are proved	487	1.38	0.56	LE
17	Bookshops still have current materials	487	1.41	0.58	LE
18	School clinic and health care centers are maintained regularly.	487	1.38	0.58	LE
19	School buses still operate normally	487	1.44	0.57	LE
20	Sports facilities are still properly maintained	487	2.14	0.62	LE
	Grand Mean $(x)^{\overline{\ }}$		1.81		LE

Source: Researcher's Field Work (2022)

The result of data analysis presented in table 1 and 2 above revealed that programme accreditation exercise in Federal Universities in South East Nigeria has very low impact on the extent of provision and sustenance of physical facilities in Federal Universities in South East, Nigeria after programme accreditation exercise for effective academic activities following the grand mean 1.81 of items 1-20 in table 1and 2 above.

Test of Hypothesis

$H0_1$: There is no significant difference between the mean rating of male and female lecturers on the perceived impacts of programme accreditation on the provision of school facilities for academic effectiveness in Federal Universities in South East Nigeria.

Table 3: Summary of t-test of difference in the mean responses of male and female lecturers on the perceived impact of programme accreditation exercise on the provision of physical facilities in federal universities in south East, Nigeria.

S/N	Gender of Lecturers	N	$\overline{X}$	SD	DF	t-Cal	t-Crit	Decision
1	Male	265	1.81	0.54	485	1.47	1.96	upheld
	Female	222	1.69	0.51				
2	Male	265	1.86	0.57	485	0.90	1.96	upheld
	Female	222	1.81	0.54				
3	Male	265	1.93	0.30	485	0.19	1.96	upheld
	Female	222	1.92	0.27				
4	Male	265	2.19	0.55	485	0.64	1.96	upheld
	Female	222	2.22	0.56				
5	Male	265	2.21	0.56	485	0.44	1.96	upheld
	Female	222	2.23	0.55				
6	Male	265	1.98	0.35	485	1.37	1.96	upheld
	Female	222	1.95	0.26				
7	Male	265	1.94	0.28	485	0.47	1.96	upheld
	Female	222	1.93	0.26				

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.7 (1), August-December, 2022 https://ajemates.org

8	Male	265	2.21	0.55	485	0.08	1.96	upheld
	Female	222	2.21	0.56				
9	Male	265	1.99	0.36	485	0.19	1.96	upheld
	Female	222	1.93	0.28				
10	Male	265	1.93	0.25	485	0.02	1.96	upheld
	Female	222	1.93	0.27				

H0$_2$: There is no significant difference between the mean ratings of male and female lecturers on the perceived impacts of programme accreditation on Teaching Facilities for academic effectiveness in Federal Universities in South East Nigeria.

Table 4: Summary of t-test of difference in the mean responses of male and female lecturers on the perceived impact of programme accreditation exercise on the provision of physical facilities in federal universities in south East, Nigeria.

11	Male	265	1.94	0.27	485	0.29	1.96	upheld
	Female	222	1.93	0.27				
12	Male	265	1.87	0.38	485	0.60	1.96	upheld
	Female	222	1.89	0.33				
13	Male	265	1.89	0.77	485	0.13	1.96	upheld
	Female	222	1.90	0.81				
14	Male	265	1.45	0.52	485	1.94	1.96	upheld
	Female	222	1.36	0.49				
15	Male	265	1.46	0.53	485	1.56	1.96	Upheld
	Female	222	1.38	0.51				
16	Male	265	1.43	0.59	485	1.34	1.96	upheld
	Female	222	1.31	0.53				
17	Male	265	1.46	0.59	485	1.03	1.96	upheld
	Female	222	1.34	0.57				
18	Male	265	1.43	0.58	485	1.71	1.96	upheld
	Female	222	1.33	0.58				
19	Male	265	1.51	0.58	485	0.82	1.96	upheld
	Female	222	1.36	0.55				
20	Male	265	2.12	0.62	485	0.58	1.96	upheld
	Female	222	2.16	0.62				
	Average					**0.76**	**1.96**	**Upheld**

Source: Researcher's field work (2022)

Result in table 3 and 4 revealed that the t-test value of 0.76 is less than the t-critical of 1.96, that there was no significant difference in the mean ratings of male and female lecturers in the perceived physical facilities for academic effectiveness in federal universities in south

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.7 (1), August-December, 2022 https://ajemates.org

East Nigeria. Based on this, HO_1 and $HO_2$was upheld and accepted.

Major Findings

Perceived Impact of Programme Accreditation Exercise on Provision of Physical Facilities for Academic Effectiveness by Lecturers after the Exercise

Result of the data analysis presented in table 1 of chapter four revealed that there was low impact of programme accreditation exercise on provision of physical facilities for academic effectiveness after the exercise. This was evidenced by the grand mean score of 1.81 in table 1 of items 1-20, which did not reach the bench mark of 2.50.

Based on that, the researcher said that programme accreditation exercise had low impact on provision of physical facilities for academic effectiveness in the Federal Universities in South East Nigeria.

The finding of this study agrees with that of Ikedugwu (2017) which also discovered poor provision physical facilities in both public and private universities in South East Nigeria. The study also agrees with the finding of Fabiyi and Uzoka (2008) when they discovered that most of the physical facilities in Nigeria schools were too old and inadequate.

The result of this study is expected to be on the positive side having passed the programme accreditation exercise on physical facilities. This likenest to a student who passed out from a school with poor result and certificate but could not defined the certificate. This phenomenon in Nigeria Universities is worrisome.

Summary

This study focused on perceived impact of programme accreditation exercise on academic effectiveness of federal universities in South-East, Nigeria. Five specific purposes, five research and five null hypotheses guided the study.

Literatures relevant to the study were reviewed under conceptual framework, theoretical framework, and empirical studies were also written in line with the purpose of the study.

Ex-post facto research design was adopted by the study. The sample population of the study was 500 academic staff from the five federal universities in South East Nigeria, but finally, 487 were used, in the ratio of 265 male lecturers and 222 female lecturers.

A-20 item questionnaire instrument was used to gather data for the study. The instrument was validated by three experts. The overall reliability index was 0.75. Using Cronbach Alpha method. Data collected were analyzed using mean and standard deviation for the research questions, and t-test statistic for the null hypotheses at 0.05 level of significance.

The results revealed that there was low perceived impact of programme accreditation exercise on provision of physical facilities

adequacy of staff, lecturers' compliance to instructional materials guidelines and promoting quality staff development for academic effectiveness, but a great impact of programme accreditation exercise on records management for academic effectiveness. These results indicated that federal universities in South East always show seriousness during programme accreditation exercise, but slack after wards.

The five null hypotheses tested showed that there is no significant difference in the mean ratings of both male and female lecturers in the perceived impact of programme accreditation exercise in Federal universities in South East Nigeria, and therefore all the five null hypotheses were upheld. Conclusion, implications, recommendations were drawn. The limitations of the study were identified and suggestions for further studies were made.

Conclusion

Based on the findings of the study, it was concluded that the federal universities in South East, Nigeria had low perceived impact of programme accreditation exercise on provision of physical facilities, provision of adequate staff, lecturers' compliance to instructional materials guidelines, promoting quality staff development for academic effectiveness. This could actually account to poor university management and poor academic effectiveness in the concerned institutions.

Recommendations

Based on the findings of the study, the following recommendations were made;

Provision of physical facilities to federal universities in South East, Nigeria should be a continuous thing not only during programme accreditation period. Thus, borrowing staff from other universities during programme accreditation exercise should be discouraged..

Educational Implications of the Study

The implications of the findings of this study were as follows:

Poor or inadequate provision of physical facilities in universities does not encourage efficiency and effectiveness in academic activities. Thus, it encourages poor academic performance among students and poor job performance among lecturers.

The educational implication of study having good, quality school facilities and teaching facilities is that good decision was made and good job performance was recorded among others.

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