AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.10 (1), October-December, 2023 https://ajemates.org

IMPACT OF PROGRAMME ACCREDITATION ON ACADEMIC EFFECTIVENESS IN TERTIARY INSTITUTIONS IN ANAMBRA STATE NIGERIA

Dr. Juliana Nkechi Odoh & Dr. Obiakor Mariagoretti Ijeoma
jn.odoh@unizik.edu.ng mi.obiakor@unizik.edu.ng
Department of Educational Management and Policy
Nnamdi Azikiwe University, Awka, Anambra State

ABSTRACT

The main objective of this study is to investigate the impact of academic programme accreditation exercise on the management of Tertiary institutions in Anambra State, Nigeria. Two research questions and two null hypotheses guided the study. The design of the study was a descriptive survey. The study was carried out in Universities in Anambra State. The estimated population of the study is teaching and non-teaching staff in Nnamdi Azikiwe University, Awka and Chukwuemeka Odumegwu Ojukwu University Anambra State. The population is 5000. The sample for the study comprises of five hundred (500) selected respondents teaching staff and non-teaching the 5000 staff population from the universities. A questionnaire titled "Impact of Programme Accreditation and Academic Effectiveness Questionnaire (IPAAEQ) was constructed by the researcher for the purpose of the study was used for data collection. The instrument developed was assessed by three experts. To establish the reliability of the instrument, the test-re-test method was used. Two hundred (500) copies of questionnaire will be administered to the respondents through direct contact by the researcher. Data collected were analyzed using mean scores which were used to answer the research questions. 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. Based on the findings of the study, the following recommendations were made: provision of physical facilities to federal universities in Anambra State, 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.

Keywords: Impact; Programme Accreditation; Academic Effectiveness; Tertiary Institutions.

Introduction

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 & Alaka, 2013). The process is designed to determine whether or not an educational institution has met or exceeded the published standards set by an

external body such as a government, national quality assurance agency, and NUC for achieving quality education standard. The process usually includes a self-evaluation, peer review and site visit. Accreditation is the establishment of the status, legitimacy or appropriateness of an institution, its programmes or modules of study.

Accreditation standards and guidelines in Nigeria educational system is aimed at strengthening academic programmes 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. The Council for Higher Education Accreditation (CHEA, 2012) defines accreditation as a systematic process of external review adopted by higher education institutions such as colleges, polytechnics, monotechnics and universities for quality assurance and improvement. However, the extent to which every university institution accepts and fulfils the responsibilities inherent in this process, is a measure of its concern for freedom and quality as well as commitment to strive for and achieve excellence in its endeavours.

Accreditation exercises in Nigeria universities are faced with various political assumptions. When a programme is due for accreditation, the NUC gives at least three months' notice to the concerned university of an accreditation visit to the particular programme, discipline or sub-discipline. At the time of this notice, a self-study form is sent to the University for Completion Exercises. Then, the university is expected to complete and return twelve copies of the form in respect of each programme, discipline or sub-discipline to be accredited before the accreditation proper (Okojie, 2013). It is then, very important that university education maintains its programmes through quality assurance for sustainable development.

Management is the systematic coordination of resources (human and material) for the achievement of organizational set goals and objectives (Nwabueze, 2017). It is a distinct process consisting of activities such as planning, organizing, actuating and controlling aimed at actualising organizational goals. It is a process demanding the performance of specific functions. University management is a systematic process of making use of available human resources (academic and administrative staff) as well as the non-human resources (school buildings, instructional resources, finance and time) to achieve the goals and objectives of educational institutions. It involves proper planning of school activities, controlling, organizing, staffing, leading, coordinating and directing the human and non-human activities for productivity and nation building. This study is however designed to investigate the impact of programme accreditation of NUC on the university management with particular reference to instructional effectiveness of Nnamdi Azikiwe University Awka.

Education in Nigeria is viewed as an instrument for national development and social change. It is essential for the enhancement of quality life. Perhaps, it is on the basis of this that the Federal Republic of

Nigeria (FRN, 2013) state that Nigeria aims at providing education that is qualitative, comprehensive, functional and relevant to the needs of the society. This calls for quality education at all levels in the country to meet the aspirations of individuals and the society, especially in this era of knowledge driven society and global competitiveness.

According University education in Nigeria is aimed at producing high level manpower to man the various sectors of the Nigerian economy. To achieve this goal, the universities need to carry out quality students' intake, quality teaching/learning processes, quality research and provide quality infrastructural facilities, services and resources. They need to provide quality and adequate students' support services to enhance quality learning outcomes. One way of stimulating authorities of universities to provide these services is through accreditation because no university wants to be denied accreditation. Accreditation of academic programmes is one of the quality assurance mechanisms initiated by the National Universities Commission (NUC) to regulate academic standard and enhance quality university education in Nigeria. But the dwindling quality of our university education has become a matter of great concern to the nation, whether the accreditation exercise actually achieves its purpose.

According to Uvah (2015), accreditation of academic programmes in Nigerian universities dated back to 1990 when the first accreditation exercise was carried out. Since then, accreditation of academic programmes has become a culture and a continuous process to ensure that the provision of the minimum academic standard by NUC is adhered to. Okebukola (2016) described accreditation as a process of examining the availability and adequacy of resources, merit rating of resources and programmes in order to enhance quality of output. This means that accreditation involves the process of ensuring that curricula, physical facilities, personnel, funds and so on meet the needs of the university to achieve its stated philosophy and objectives. Hence, it is a measure of quality of academic programmes and it is aimed at strengthening academic programmes for quality assurance and quality improvement. According to Obadara and Alaka (2013), accreditation is a process that aids institutions in developing and sustaining effective educational programmes and assuring the educational community, the general public and other organizations that the accredited institution has met high standard of quality and effectiveness. It is a measure of the quality of academic programmes on acceptable minimum standard provided by the accrediting agency.

The objectives of accreditation of higher institutions/programmes as outlined by the NUC (2012) include.

1. To ensure that at least the minimum academic standards documents are attained, maintained and enhanced.
2. To assure employers and other members of the community that Nigerian graduates of all academic programmes have attained an acceptable level of competency in their areas of specialization.
3. To certify to the international community that the programmes offered in Nigerian universities are of high standard and their graduates are

adequate for employment and further studies.

A cursory look at these objectives reveals that accreditation focuses 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. Therefore, accreditation enhances the provision of resources in order to achieve these objectives. The NUC (2012) outlines 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.

Ikediugwu (2015) points 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. Nwankwo (2019) 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. After the exercise, the facilities revert to the original owners and the struggle for survival continues (Nwankwo, 2019). Onyali and Ezeugbor (2017) in their study reported low status of infrastructure in our universities and they attributed this to funding challenges despite the monitoring and compliance driven mechanism. This finding was 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, Ofojebe (2017) noted that Nigerian universities are characterized by lack of basic technology, poor funding and operating environment.

The quality of teachers determines to a great extent the quality of students' learning outcome. Hence, no educational system can rise above the quality of its teachers. The instructional delivery effectiveness depends greatly on the quality of the teachers, their qualifications, experiences, professional exposure and morale (Akpan, 2019). The adequacy of academic personnel to handle the various courses of a given programme is equally important because this helps to determine the teacher/student ratio. Bamiro (2014) reiterated the importance of universities to pay attention to the quality and quantity of academic staff. Alechenu (2014) reported disparities in academic staff/student ratios between Nigerian universities and some western universities. According to the report, in Harvard University, the teacher/student ratio is 1:4, in Cambridge University, it is 1:3, and in Massachusetts Institute of Technology, it is 1:9. Whereas in Nigeria, the NUC Benchmark Minimum Academic Standards (BMAS) of 2007 stipulated the following teacher/students ratio: 1:20 in science; 1:15 in Engineering and technology; 1:10 in medicine, veterinary medicine and pharmacy, 1:15 in agricultural and environmental sciences and 1:30 in education, management science, social science, law and arts. Even though these teaching staff/students ratios are provided by the benchmark based on carrying capacity, some universities admit students above the carrying capacity, thereby increasing the teacher/student ratio. This has a negative effect on the quality of university education in Nigeria.

Another factor that affects the quality of university education is the extent of adequacy and relevance of the curricula contents to the learners in effecting positive changes in them. Thus, no matter how rich, relevant and innovative the curricula of an academic programme may be if the instructional facilities and the teaching personnel are not available in adequate quantity and quality, instructional delivery becomes difficult (Akpan, 2019). In a study carried out by Onyali and Ezeugbor (2017), it was found that the current Nigerian university curricula

were adequate based on its relevance to the 21st century work place. This finding was attributed to the efforts of the NUC in ensuring that academic programmes were accredited and that they must meet the NUC benchmark. The study also reported a significant relationship between accreditation of academic programmes and quality university education in Nigeria. This finding could be due to the effort of NUC in monitoring and evaluation of academic programmes to ensure minimum standard and appropriateness of philosophy of the programmes. However, the finding was at variance with the research finding of Oribabor (2018) who reported that accreditation had no impact on administrative structure, efficiency of university staff and quality output.

Although a lot of studies have been done on this topic in the western countries and in some parts of Nigeria, but little or no research has been carried out on this topic in Anambra State. This study therefore, sought to fill this gap. It is against this backdrop that the researcher was motivated to find out the impact of programme accreditation on academic effectiveness and quality assurance in tertiary institutions in Anambra State.

Statement of the Problem

In a university system, accreditation exercises are required to maintain quality improvement and productivity. It is a serious case that, university administrators only remember the need to paint all the classroom blocks, staff offices, look for places to borrow instructional materials needed for instructional competitiveness, books to place in their libraries, scientific apparatus in the science laboratories and clean the school environments during accreditation exercises. This often makes it difficult for government to know exactly what is happening in the institutions and how to help them improve on their standards. Sometimes, school administrators embezzle the funds provided for proper provision and maintenance of these facilities. Most of these problems go a long way to affect teaching and learning and as well, hinders good performance practices among students. Based on these problems, there is need to regularly accredit school programmes to see that quality is assured in tertiary institutions in Anambra State. This study therefore, seeks to investigate how accreditation exercise can serve as a quality assurance mechanism in the management of tertiary institutions in Anambra State, Nigeria.

Research Questions

The following research questions are raised to guide this study:

Research Question One: What are the impacts of programme accreditation on the provision of physical facilities for academic effectiveness in tertiary institutions in Anambra State?

Research Question Two: What are the impacts of programme accreditation on teaching facilities for academic effectiveness in tertiary institutions in Anambra State?

Research Hypotheses

The following research hypotheses are formulated to guide the conduct of this 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 tertiary institutions in Anambra State.

$H0_2$: 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 tertiary institutions in Anambra State.

Research Method

Research Design: The design of the study was a descriptive survey. **Area of the Study:** The study was carried out in Universities in Anambra State. **Population of Study:** The estimated population of the study is teaching and non-teaching staff in Nnamdi Azikiwe University, Awka and Chukwuemeka Odumegwu Ojukwu University Anambra State. The population is 5000. **Sample and Sampling Technique:** The sample for the study comprises of five hundred (500) selected respondents teaching staff and non-teaching the 5000 staff population from the universities. **Instrument for Data Collection:** A questionnaire titled "Impact of Programme Accreditation and Academic Effectiveness Questionnaire (IPAAEQ) was used for data collection. **Validation of the Instrument:** The instrument developed was assessed by three experts. Two from measurement and evaluation and the other one from the department of Educational Management and Policy all in the Faculty of Education, Nnamdi Azikiwe University, Awka. Their comments helped improve the face validity of the instrument. **Reliability of the Instrument:** To establish the reliability of the instrument, the test-re-test method was used. Twenty copies of the questionnaire were given to twenty different students who are not in the sample. After two weeks, the questionnaire was administered again to them. The two sets of data collected from the two administrations were analyzed using Pearson's Product Moment correlation statistics and it yielded coefficient value of 0.75 which was considered high enough to confirm the reliability of the instrument. **Method of Data Collection:** Five hundred (500) copies of questionnaire were administered to the respondents through direct contact by the researcher. **Method of Data Analysis:** Data collected were analyzed using mean scores which were used to answer the research questions. The bench mark for the acceptance of value were from 2.50 and above while the mean of 2.49 and below is regarded as not acceptable value.

Presentation of Results and Discussion

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

Research Question One: What are the impacts of programme accreditation on the provision of physical facilities for academic effectiveness in tertiary institutions in Anambra State?

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 tertiary institutions in Anambra State.

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

Research Question Two: What are the impacts of programme accreditation on teaching facilities for academic effectiveness in tertiary institutions in Anambra State?

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 tertiary institutions in Anambra State.

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
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 $(\overline{x})$		1.81		LE

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 Anambra State, 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 Hypotheses

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 tertiary institutions in Anambra State.

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 tertiary institutions in Anambra State.

S/N	Gender of Lecturers	N	$\bar{X}$	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				
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 tertiary institutions in Anambra State.

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 tertiary institutions in Anambra State.

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**

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 tertiary institutions in Anambra State. Based on this, HO_1 and $HO_2$was upheld and accepted.

Discussion of Findings

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.

Conclusion

Based on the findings of the study, it was concluded that the federal universities in Anambra State, 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 Anambra State, 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.

Acknowledgements

This research work was funded by TETFund under the Institutional Based grant (TETF/DR/CE/UNI/AWKA/IBR/2022/VOL.1) awarded to **Dr. Juliana Nkechi Odoh** of the Department of Educational Management and Policy. The researcher is grateful to TETFund, Abuja, for the full funding of the research. The researcher's gratitude goes to the Management of Nnamdi Azikiwe University and the Director, TETFund Implementation Committee, Nnamdi Azikiwe University for their contributions to the study.

REFERENCES

Akpan T. A. (2014) Quality Assurance and Relevance of Distance Education at the University of Ibadan Distance Learning Centre; *In East Africa Journal of Educational Research and policy* 1 (1 & 2), 37-44.

Alechenu, P. 2012. The Evaluation Society. Stanford, CA: Stanford University Press. Deci, Edward, and Richard M. Ryan. 1985. *Intrinsic Motivation and Self-Determination in Human Behavior*. New York:

Ikediugwu N.P. (2015). "Old Patterns and New Directions in Program Evaluation." In Program Evaluation: *Patterns and Directions*, Vol. 6, edited by UNIZIK

NUC (2012). *Result of the November, 2005 System Wide Accreditation on Exercise*, Monday memo 5 (3).

Nwajioha, P. (2020). Institutional performance in Higher Education: is quality a relevant concept? *Quality assurance in education* 7 (3) 156-163.

Nwana. O. C. (2008). University Academics in Nigeria; *Being Memoirs of an*

Insider. Peacewise Publishers Owerri.

Nwite Onuma and Nkiru Patricia Okpalanze(2017) Assessment of Quality Assurance Practices in Secondary Schools in Enugu State Nigeria. M*iddle-East Journal of Scientific Research* 25 (8): 1695-1714, 2017 ISSN 1990-9233 © IDOSI Publications, 2017 DOI: 10.5829/idosi.mejsr.2017.1695.1714

Obadara, P. (2013) *Assessing quality assurance in higher education*: quality managers' perceptions of effectiveness

Ofoegbu, F. I. (2016). Agencies, Boards and Commissions in the Nigerian Education System. In: Nwagwu, N.A., Ijeoma, M.E and C. C. Nwagwu (ed.) Organization and Administration of Education: *Perspective and Practices*, Festa Press limited Benin City.

Oforjebe W.N. 2020. *Programme Accreditation and the process of self-study in Nigerian Universities UNC Monograph series* 1 (10), 2-30.

Ojerinde, D. (2008), "*Quality Assurance in Nigerian University System, Assessment and Feedback Mechanism*" in Proceedings of a Symposium Organized by the Federal University of Technology Akure Nigeria; 4th November, 2008, pp. 19-46

Okebukola, P. (2018). "*Quality Assurance in Nigeria University System, Role of Stakeholders*" in Proceedings of a Symposium Organized by the Federal University of Technology, Akure, 4 Nov. 2018 pp. 10-18

Okechukwu, J. (2020). Changes in quality assurance system and theoretical models in education management, Osilo: Eli Publication

Okojie, C. (2013). "Shifting Identities and Blurring Boundaries: *The Emergence of Third Space Professionals in UK Higher Education*." Higher Education Quarterly 62 (4): 377–396.

Oladusu, G. M. 2011. "Getting off the 'Gold Standard': Randomised Controlled Trials in Education Research." *Journal of Graduate Medical Education* 3 (3): 285–289.

Olaleye, Catherine, and Oyewole J. (2016). "*Academic Institutions in Search of Quality*: Local Orders and Global Standards." Organization Studies 34 (2): 189–218.

Ovuah, F.C (2012) Report on Policy Plans and Implementation strategies. Oyo University of Ibadan Printing Press.

Oribabor, L. Mohammad, A. and Elaine A. (2016). "*A Framework for the Dimensions of Quality in Higher Education*." Quality Assurance in Education 4 (2): 12–20.

Otokumefor, T. (2015). "The Formalization of the University: Rules Roots, and Routes." Higher Education 65 (6): 695–708.

Tunde U. and Issa (2013). Politics of Programme Accreditation Practices in Nigerian Universities: Implications for Quality Assurance. *Journal of Educational and Social Research 7(2) 73-79*

Urah, I. (2003). Quality Assurance and Institutional Stability in the Nigerian University system. Nigeria Journal of Educational administration and Planning. 5 (2).

Uyah, B. (2015). Methods for Causal Evaluation of Education Policies and Practices: An Econometric Toolbox. EENEE Analytical Report to the European Commission, No. 5. Brussels: European Expert Network on Economics of Education.