

# Influence of Accreditation on Physical Facilities and Quality Assurance in Nigerian Universities: Management Perspective

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## ABSTRACT

The general work of the university among other things includes teaching, good physical properties and quality assurance. Universities are recognized as a place to study, collect and impart knowledge and skills of all kinds to students to enable them to be productive upon graduation, to make a living and to make positive contributions to the development of the country. Quality has become a very important issue in university education in Nigeria. Authorization is a systematic review of education systems to ensure that appropriate levels of education, bursaries and physical resources are maintained. Accreditation ensures that the institution maintains quality. The process is designed to determine whether the institution has met or exceeded published standards of accreditation and whether it is fulfilling its stated purpose and purpose. Quality assurance in ensuring the accreditation process falls into the hands of university administrators in general which has created a need for this research. This study examined institutional accreditation and quality assurance: its management perspective. It was found among others that the quality of the guaranteed program depends on the level of funding for Nigerian universities. It was also shown that the quality of program accreditation and the resources of Nigerian universities are highly correlated. However, it was also revealed that the accreditation of the program was closely related to staff at Nigerian universities. The study was based on theory but took up large areas of practice during exercise.

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## 1. INTRODUCTION

The quality of the university curriculum has become a global concern. One of the ways to ensure quality is through curriculum accreditation. However, it is sad to note that in the Nigerian University (education) program, most of those indices that can guarantee quality are not considered. It has been noted that poor physical facilities, such as well-equipped institutions, have hampered the full accreditation of a multidisciplinary program. There is little attention in the classroom, laboratories, workshops, staff offices and libraries in terms of financial, staff and modern technology at many Nigerian universities today. Also, no educational institution can perform its functions without a well-equipped library; this is because the library is the foundation of the heart of intellectual activity and is the foundation on which educational activities are centred. Unfortunately, many libraries are not provided with the necessary support in terms of admission, the provision of modern services and various types of information resources that prevent them from performing their duties as expected. It is in this later period, therefore, that this study aims to look at the area of Accreditation of Physical Institutions and Quality Assurance at the University of Nigeria.

Among the goals of university education is to contribute to national development with a high level of staff training and to acquire physical and mental skills that will enable people to become independent and members of society (Federal Ministry of Education, 2004). Behind the purpose and vision

of university education are university physical institutions in general, which is a house of academic capacity that serves the university community at large. The library is often concerned with the collection, processing, storage and dissemination of records for reading, study and consultation (Aina, 2002 Agbetuyi, Adegbilero Owari and Subair 2017). Accreditation of qualifications and other academic programs by the National University Commission (NUC) means a system of identifying educational institutions (universities and programs offered at these institutions) at the level of performance, integrity and quality that gives them educational confidence in the community, the working community and employers (NUC).

## 2. Study History

Education is how human culture is passed on, the present invention and the improvement or transformation of the future from one generation to the next. It is a process that brings about a change in a person's behaviour. As the oldest industry, it is the primary tool used by society to maintain, maintain and promote social equity. The future of society probably depends largely on the quality of education of its citizens, for education is the most important factor in the development of nations because the experience of each education has a profound effect on the unified national context. It is therefore important for education as a process that education is at the heart of policy discussions that affect human growth and development.

According to Friend-Pereira, Lutz and Heerens (2002), Quality Assurance (QA) emerged as the mainstay of business in the Western world throughout the 1950s and early 1960s. It should be noted that the concept of 'quality' is not readily available, as it expresses a relative, however, the apparent difference between one object and another. Related words such as 'best', 'high', 'acceptable' are used to judge the quality (Dada, Oladapo and Olayiwola, 2018).

Quality assurance of teaching and learning as part of university administration and quality management has become a major theme in higher education and higher education politics around the world (Steinhardt, Schneijderberg, Götze, Baumann., & Krücken, 2016). Quality assurance should be considered in the context of the country's public policies to provide educational opportunities for citizens within the school mapping and spatial planning framework. The state has a regulatory role to ensure that all education providers meet certain standards of quality and equity. Quality is not only determined by the institution but whether the institution complies with externally established standards established by the academic community (Johnstone, 2001, Dada, Oladapo & Olayiwola, 2018).

Subair (2011) thus argued that the quality of these releases (graduates) is an infrastructural function that determines a student's learning environment and their motivating resources at universities were in a deplorable state. It is sad to note that research; teaching and learning resources are scarce or inadequate and are in a state of disrepair to allow universities the freedom to pursue basic academic activities. There are no effective student learning environments in many disciplines, especially in Technology of universities, requiring intensive training in the use of students' psychomotor skills and hi-tech equipment. When universities face the task of accrediting NUC, it is a shame to see that to overcome barriers to work; some departments will have to borrow equipment from neighbouring and nearby institutions, present it and claim ownership. With the dramatic increase in the number of universities and university enrollment, it is worrying that a significant increase in job placement may not be in line with the existing infrastructure. As a result, Nigerian universities are under siege. To date, this paper is considered appropriate for the impact of the state of the art on quality assurance in Nigerian universities and the implementation of new alternatives to Subair, Okotoni & Adebakin, 2012).

Many researchers focus on the university system in Nigeria; however, a brief history will be of great help. On June 13, 1943, Elliot's British colonial commission was set up to report on the organization and the services of existing higher education institutions and to make recommendations regarding future university development. Through this college commission, Ibadan was born in January 1948. The university and others established in other African colonies in the British colony were regarded as respected institutions and strongly criticized that the content of the education provided colonialism and not the needs of local communities, Ashby Commission in April 1959, was established to investigate Nigeria's needs in the field of higher education and higher education over the next two decades (1960-1980). The report stated that the only easy way to produce the required staff was by expanding the university system with the establishment of new universities. This recommendation led to the establishment

of universities in Lagos, Zaria, Ibadan, and Enugu. The commission also proposed a new governing body, which led to the establishment of the Nigerian Universities Commission (NUC), which was established in 1962 as an advisory agency but later became a statutory body in 1974 as a government agency under the government's education department. The implementation of Ashby's report led to first-generation universities namely: Nigerian universities, Ahmadu Bello, Ife, Lagos, Ibadan and Benin. Second-generation universities had universities in Jos, Calabar, Kano, Maiduguri, Sokoto, Port Harcourt and Ilorin. In 1977, the same year, the Joint Admission and Matriculation Board (JAMB) was created to regulate the admission of students to universities they took to understand Federal letters; In the 1980s seven Universities of Technology were established, namely: Federal Universities of Technology in October 1980, Akure 1981, Yola 1981, Minna 1983, Abeokuta 1988, Bauchi 1988 and Makurdi 1988. Then an Open University now called the University was opened. of Abuja 1980, University of Agriculture, Umdike 1992, University of Uyo 1991, Nnamdi Azikiwe University Awka 1992. These universities were the third generation. The 1979 constitution allowed the provinces to establish their Universities, Anambra State University of Technology 2000 now Chukwuemeka Odumegwu Ojukwu University, Bendel State University 1980, Rivers State University of Science and Technology 1980, Imo state university 1981, Ondo state universities, 1982, Ogun State 1982, Lagos State 1983 and Cross River 1984 were established. Then came the Cooney Commission set up by the government in 1981 to look at ways to encourage Nigerians to seek university education and recommended among others a free university education for any Nigerian university-accepted person. And another Longe commission was set up by the Head of State, Ibrahim Babangida on 5 December 1990 led by grey chief Longe to inspect, among other things, the provision of labour and high quality of labour and the needs of the country and to advise the production area below or above and use less or more and the adequacy of the academic staff at the tertiary institution, to investigate the nature, source and process of funding higher education institutions to improve the situation and ensure a strong source of funding for the effective functioning of these institutions. The long commission has identified higher education as the most powerful tool for social change. The commission recommended, among other things, that funding for the renewal, rehabilitation and strengthening of university education for ten years, and that the exchange of staff between Nigerian universities and overseas universities should be encouraged. After 1990, several state and private universities were established.

The proliferation of these universities has brought many problems instead of bringing solutions to international development students who could not work after graduation due to inadequate human and material resources for teaching and learning to deal with student numbers, inadequate funding, corrupt practices of various sizes from university and outside university founded by the Abacha government, Etsu nupe panel established in 1997 on the state of Nigerian universities, It is recommended among other things that 30% of Nigeria's annual budget is allocated to education, universities should rely on various domestic domains rather than external sources, as external sources are International, all universities must be involved in income-generating activities. Then came the 2010 vision committee set up by Abacha 1997, and the committee also

recommended 26% of the annual national budget for education, but as usual corruption would hamper the effective implementation of these recommendations. So instead of getting better universities, they are getting worse because the materials used in first-generation universities are still in use today, there are no updates and there are not enough additions to deal with the student population explosion. Practical lessons were taught theoretically, how can students work after graduation?

Reconciling the goals of higher education in line with national education policy are: Contributing to national development through a high level of staff training, developing and stabilizing the right levels of human and social survival, developing mental capacity and understanding of local and foreign communities. Acquiring physical and cognitive skills that will enable people to become self-reliant and active members of society, to promote and promote bursaries and community service, to build and strengthen national unity, to promote understanding and co-operation across the country.

These objectives should be achieved through teaching, research and development, healthy staffing programs, production and dissemination of information, various programs such as full-time and sandwich programs, access to training funds such as the Industrial Training Fund (ITF), Industrial Student Experience Program (SIWES), and minimum retention education through relevant agencies, institutional partnerships and community commitment through non-ethical and advisory services.

Nigeria's failure to achieve these ambitious goals is not surprising but brings anxiety to the hearts of all stakeholders. Nigeria as a nation has an amazing, well-documented national education policy that explains what education is expected to do for the nation, therefore; (1) a free and democratic society, (2) a just and equitable society (3) a united, strong and dependable nation, (4) a great and powerful economy, education is seen as a tool for change. Therefore, education should be aimed at instilling the following among others:

- Respect the value and dignity of the person
- Faith in the ability to make sound decisions
- Acquisition of skills is essential for self-confidence.

The problem, however, is to bring these words to reality. It is by fully recognizing the important role that education can play in bringing about change in the national education policy that education is the most important tool for change. Over the years, it has been a major problem to adequately fund education in Nigeria. The failure of the coalition government to do so led to the introduction of private universities in which individuals, corporations, and missionary organizations were empowered to run the university. The government has tried to allocate part of its annual budget to education but still fails to discharge all budget responsibilities to the universities concerned even though the percentage is far below UNESCO's recommendation. This action has led to immeasurable difficulties for public universities. There have been endless strikes, sometimes domestic and sometimes national. Sometimes when a national strike is called off, the various universities of the federal government begin their negotiations with their various governments because in many cases national governments refuse to accept financial obligations due to a lack of funding they say! This is probably

one of the reasons why state universities are better funded than state universities (Osarenren- Osaghae, 2014).

Higher indicators of quality assurance at Universities for accreditation include academic content, funding, physical facilities, staff and library. In this study, the relationship between program authorization, funding, physical properties and staff are considered. Onifade, Onifade, Omotosho, Nwaogu (2011) in Anugom (2016), presented that one of the areas of improvement most often focused on University education is funding. Funding affects all aspects of the university system. It can be known that adequate provision of the fund is sacred to quality assurance activities; This is because adequate funding will enable the institution to provide adequate resources and the right personnel capacity.

Employment is one of the components of an accreditation tool. The vision of the Nigerian higher education system has the following expectations: To work and respond to the needs of the community and be satisfied with well-intentioned, highly skilled and qualified employees whose products are knowledgeable, technically competent and adequately prepared for a fulfilling life and good public service.

Maintaining quality in university education: There should be an evaluation of academic procedures and methods. One of the areas that will be assessed is that of staff recruitment, how adequate the quality and quantity of teaching staff required for effective teaching and learning.

According to Anugom (2016) NUC Manual Accreditation, areas assessed at the time of accreditation include; academic staff, head of department / disciplinary / sub-disciplinary and staff development At the time of accreditation, it is sufficient to take into account the teaching staff on the values, skills and level of teaching of all program subjects. Adequacy of teaching staff determines the adequacy of the program as the purpose of teaching and the objectives are achieved only at the level of competence and vision of the teaching staff.

Apart from that, there is a need to look at the culture of nutrition, which lacks the average Nigerian, as this will go a long way in reducing the rate of decay of existing institutions. Ekundayo and Ajayi (2009). The management of university education can be categorized into two dimensions: external and internal levels. At the external level, this is regulated by the provincial government through the National Universities Commission (NUC), the body responsible for coordinating university administrators in the country. According to Ibukun (1997) in Ekundayo and Ajayi (2009), the main objectives of the NUC are to ensure the formal development of university education in Nigeria, to maintain its high quality and to ensure adequate funding. Okojie (2007) in Ekundayo and Ajayi (2009) pointed out that NUC's efforts to improve the quality of university education in the country include:

1. Accreditation of studies.
2. Approval of courses and programs.
3. Maintaining low academic standards.
4. Monitoring of universities.
5. Provide guidelines for the establishment of universities.
6. Monitor private universities.
7. Preventing the establishment of an illegal campus.
8. Implementing appropriate sanctions.



On the other hand, the internal administrators of each university are represented by a simple physical gram. The first guest is usually the Head of State or the Head of Government who founded (The President in case of federal universities and the Governors in case of state universities). He often comes to conference events where he uses the opportunity to speak to academic communities on interim issues (Adegbite, 2007 in Ekundayo and Ajayi (2009). graduation.

Besides, within the administrative framework within each university is the Governing Body, headed by a Pro-Chancellor responsible for strategic management responsibilities, policy formulation, staff development, general training, budget approvals and government liaison functions. Also, there is a Senate, headed by the Vice-Chancellor and the Registrar as Secretary. The Senate regulates academic activities at the university by the general guidelines provided by the NUC. According to Ekundayo and Ajayi (2009), Nigerian universities are run through Council or Senate committee committees, among which are:

1. Finance and General Affairs Committee.
2. Development Committee.
3. Nomination and Promotion Committee.
4. Reception Committee.
5. Education Planning Committee.
6. Sacrifice Committee.
7. Research Resources Committee.
8. Celebrations committee, among others.

These committees are responsible for the Council or the Senate, the University Council is the executive committee for policymaking in the Nigerian university system (Faniran and Akintayo, 2012). It is responsible for the responsibilities of the governing body, and generally manages the policy and administration of the university, with instructions from the government and the minister of education. Decisions made by the university council affect the entire university. The governing body is critical to the effectiveness of the system (Faniran and Akintayo, 2012). Next in line management of the university building is university administration, which includes vice-chancellor, vice-chancellor, registrar, bursary and university library (Faniran & Akintayo, 2012). The team is led by the vice-chancellor, who is responsible for the day-to-day management of each university. The vice-chancellor is also the chief executive of the university, it's head of education and administration, a member of the governing body, and the chair of the university council. The vice-chancellor is expected to demonstrate the excellent leadership qualities required of a senior manager, and to take advice on good university performance. Everyone on the board of directors has a specific responsibility that helps to facilitate the performance of the vice-chancellor as chief executive. It is the responsibility of all people in positions of responsibility at the university, including the vice-chancellor, to understand that co-operation is essential for effective leadership Faniran & Akintayo (2012). Another problem affecting physical properties in Nigerian universities is corruption and mismanagement of funds by management. According to Chikwem (2006) some vice-chancellors, state administrators, and senior government officials have received loans from the International Monetary Fund, and have used private funds instead of University projects designed for use. Nigerian universities have for many years been involved in the development of the national economy in the areas of teaching, research, capacity building, and

community service due to the strength of leadership and the political and economic environment of the institution (Ebuara, Dida, Ekpiken, Ne Basse, 2009). Insufficient funding is a major factor affecting the quality of higher education in Nigeria (Ekpo, 2002; Arikewuyo, 2010; Ayo-Sobowale & Akinyemi, 2011). Federal Universities and Nigerian State Universities do not have the financial resources to maintain quality education with the recent increase in student enrollment (Babalola, 2002 and Samuel, 2003). According to Makujuola (2008), a study conducted by the National University Commission (NUC), the Prime Minister of Higher Education Policy, has shown that Nigerian universities are world-class universities in all areas, especially in research due to inadequate funding, lack of equipment, and lack of time due to overcrowding. teaching and administration. Nigerian universities funded by the State Government; State universities are funded by national governments. Shuara (2010) identified three categories of funding for Nigerian public universities: the main source of university funding is government. The second category is secured with internal revenue (fees, and many other charges). This is especially not reported by universities. The third most reliable sources of funding are donations and gifts. This type of finance is less important because of the economic downturn the country has experienced.

Private universities are funded by individuals and organizations. There is more publicity than private universities in Nigeria. All state-funded higher education institutions in Nigeria, whether public or private, are considered public universities, while others are private universities. Public university education in Nigeria is funded by grants from both Federal and Government governments, as well as small contributions from students in finance and levies (Ayo-Sobowale & Akinyemi, 2011). The Nigerian Federal Government policy does not charge tuition fees at state universities, while state governments charge tuition fees and room and board. Although tuition is free at public universities, the State Government, through NUC, has mandated that all state universities must generate 10 per cent of their total annual revenue through fundraising programs (Odebiyi & Aina, 1999). Therefore, all federal universities receive 95 per cent of their funding from the State Government through NUC, while universities must adhere to the NUC formula for budget and 60 per cent of total tuition fees, 39 per cent of administrative budgets, and one per cent of pensions and benefits (Hartnett, 2000). Esenwa, (2011) noted that the financial formula for the allocation of funds to Nigerian universities have been revised based on such factors as the year of establishment, the number of students allowed, the number of academic and non-academic staff, and the number of science and human resources. As a result of these factors, the funding formula continues to change. Since 1974, the funding formula for the University of Nigeria has been revised twice, in 1982 and 1989. Nigerian public universities have used several cost-sharing methods, such as student donations, private company contributions, and student loans (Ajayi & Alani, 1996). Student contributions include tuition fees, admissions, registration and certification, monitoring or security, sports, identity cards, late registration, exams, transcripts, and the use of laboratory and medical facilities. These fees vary in value, depending on the University (Ajayi and Alani, 1996) and are less than one per cent of the University's operating costs (Ogunlade, 1989).

A study by Omopupa and Abdulraheem (2013) on Nigerian universities found that improper placement and misuse of the required funding provided to the University was problematic. He pointed out that funds provided to universities are not accessible to library staff to attend training and rehabilitation (Omopupa and Abdulraheem, 2013). Funds provided to University libraries for development purposes are sometimes transferred to non-library purposes; as a result, employees do not have the opportunity to develop skills. Most importantly, there is limited or no access to information tools on the Internet, such as the integration of modern information and communication technology (ICTS) systems in educational and research activities (Ani & Edem, 2010). Limitations on access to ICT tools can have a detrimental effect on higher education. When universities are adequately supported in any country, the institutional foundation becomes financially weak, and the academic foundation of students becomes mentally weak (Nwangwu, 2005). Nigerian universities produce low-quality degrees due to poor physical resources (Ajayi and Ekundayo, 2008). Umar (2013) reported that libraries play an important role in the development of education through its research activities, services, acquisition, organization and distribution of relevant information and educational materials for printing and communication for its users. He emphasized that the objectives of education could not be achieved without an emphasis on the proper and effective management of libraries and that quality education could not be achieved without quality libraries in any of the educational institutions provided. Also, Lonsade (2003) prefers that a good relationship exists between libraries and student performance in education. This shows that if education is a transfer of knowledge, skills, values and goals from one generation to the next, library management in achieving these goals cannot be overemphasized.

According to Adio and Olasina (2012), a well-equipped library is a sine qua that is not for the mental, moral, and spiritual development and upliftment of society. It is essential for the overall well-being of citizens and the nation as a whole. Undoubtedly, the library aims to promote literacy, to provide services, resources, and opportunities for citizens to be part of the education system and to support government education policies and programs. The establishment of more schools, teacher training and curriculum development, though, can be a worthwhile endeavour, not only without a cohesive system of establishing and developing libraries that not only integrate past experiences, knowledge and experience but also play important roles and approaches to further education and nationalism. Owwoye (2011) argues that effective teaching and learning requires the support of well-equipped librarians and librarians. This means that for any teaching and learning process to be successful there must be adequate provision of library resources. Chiedu (2014) also emphasized that library resources, as well as tangible infrastructure and resources, must be made available and sufficient to ensure internal quality assurance its main objective is for the university to meet the required standards while striving to reach international standards. University libraries by playing their part in supporting university education provide much-needed resources and services in this age of information. This enables libraries to meet the needs of their group sponsors. Such resources range from print to print and electronically based on what Yusuf and

Iwu (2010) observed that different users of course libraries use a variety of materials provided by these libraries. Okebukola (2014) in Agbetuyi, Adegbilero-Iwari and Subair (2017) highlighted the areas of communication, research communication and collaboration at Nigerian Universities. It is noteworthy that the library has played an important role, especially in recent times in assisting with research, communication and collaboration between universities through the provision of digital (virtual) libraries that can be obtained from anywhere, alternative lending facilities, study places for research students from other universities (undergraduate students) and qualifications), online information for a variety of fields, electronic resources (information) on BlogSpot, surveillance resources among others. Libraries have proved to be very useful in the field of teaching "Use of Library and Reading Skills". This is in support of the National University Commission's curriculum that the use of the library should be taught in all universities and not only that, students are equipped with the necessary learning skills, learning skills, learning skills (including the use of technology) to enhance their academic outcomes.

Also, library managers collaborate and liaise with members of the faculty and obtain recommendations from them to select and obtain appropriate information resources to support the vision of higher education and transformation through access to appropriate and adequate teaching and learning resources.

### Conclusion

Infrastructure features such as classroom, library, and laboratories, teaching gadget and office space are important for ensuring the quality of university education. Unfortunately, classrooms and office spaces are inadequate and are not well-suited to modern technology that will embrace the current curriculum and the world-wide approach to teaching and learning. If there is anything students expect from universities, high-quality teaching and learning are characterized by things like high-quality teachers, quality learning materials and adequate infrastructure. This study shows that both state and state universities under this category do not have sufficient infrastructure to match the number of students in institutional enrollment and the number of programs. Surprisingly, the facilities available at some universities are not modern and do not reflect the university's status in any way. If the quality of infrastructure can be at such a low level, then the quality of staff and students who need to work to achieve effective teaching and learning of quality outcomes will be questionable.

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