

CHAPTER ONE

INTRODUCTION

Background to the Study

University education started in the eleventh century. In a bid to develop learning for national development, countless universities have sprung up all over the globe, and Nigeria is not left behind. Since the inception of university education in Nigeria in 1948 with only one university college that later became University of Ibadan, and its formal opening in 1962, the demand for university education has been on the increase. In order to take care of the increasing demand for university education, the Federal Government of Nigeria made provisions for the establishment of at least one federal university in every state and as well involved private individuals and organizations in the provision of university education in Nigeria. Today, there is a total number of 125 (one hundred and twenty five) accredited universities in Nigeria (37 federal, 38 state and 50 private universities (National Universities Commission (NUC, 2014).

The university is a complex learning organization occupying a strategic position and the highest level in the education ladder. The university is made up of people with different backgrounds in terms of needs, skills, talents, status, competencies, knowledge, behavioral styles, interest and perceptions (Nakpodia, 2003). In fact, the skills and high level manpower needed for the growth and development of any nation are produced by the universities. Universities as learning organizations are centers of excellence, teaching, research and store houses of knowledge. According to the

Federal Government of Nigeria (FGN, 2004:36), University Education shall make optimum contribution to national development by:

1. Intensifying and diversifying its programme for the development of higher level manpower within the context of the needs of the nation;
2. Making professional course contents to reflect the national requirements;
3. Making all students, as part of a general programme of all-round improvement in university education, to offer general study courses such as history of ideas, philosophy of knowledge and nationalism;
4. University research shall be relevant to the nation's developmental goals. In this regard, universities shall be encouraged to disseminate their research to both government and industries;
5. University teaching shall seek to inculcate community spirit in the students through project and action research.

The university runs so many programmes at various levels. Educational management programme which is a sub-set of the university education and like other programmes of the university is specifically for the training of education managers, teachers, administrators, supervisors and policy makers in education. It encompasses the training of individuals for the management of all levels of educational system in the nation. Okorji and Unachukwu (2014) described educational management as the process of planning, organizing, directing and controlling the activities of an institution by utilizing human and material resources so as to effectively and efficiently

accomplish teaching and learning. Thus, educational management is that aspect of educational training which an individual receives with the primary motive of enabling him/her to acquire adequate attitudes, concepts, knowledge, understanding and skills in school management activities for usage in careers as an administrator, manager or teacher wherever he/she may find himself/herself in the society.

The objectives of educational management programme include the following:

- a) Provide highly motivated, conscientious and efficient education managers for all levels of the education system
- b) Encourage further the spirit of enquiry and creativity in teachers
- c) Help Educational managers to fit into the social life of the Community and society at large and enhance commitment to National objectives
- d) Provide educational managers with the intellectual and professional background adequate for their assignment and to make them adaptable to any changing situation, not only in the life of their country but also in the wider world.
- e) Enhance teachers' commitment to the teaching profession to make them adequate for their assignments and to make them adaptable to any changing situation.
- f) Produce highly efficient and conscientious classroom teachers who would manage classrooms in a way that will motivate and enhance learning.
- g) Develop skills and knowledge of those who will manage the educational system and

h) Prepare various categories of workers in the education industry for further studies in management. (Unizik Edu. Mgt. & Policy Handbook, 2014:24)

For the aforementioned objectives of educational management programme and other inherent benefits of education to be realized, there is need therefore, to ensure quality and sustainable standards in the education system. Hence, it becomes imperative to check and assess the mechanisms for quality assurance in educational management programme.

Quality, according to Idialu (2007) can be described as standard of something as compared to the other thing, (that is, the degree of goodness or excellence). With respect to education, quality is seen by Oladipo, Adeosun and Oni (2009) as the ability or degree with which an educational system conforms to established standard and appropriateness. Thus, quality in education means the relevance and appropriateness of the education programme to the needs of the community for which it is provided.

Mechanism is the technique or strategy put in place to maintain the degree of excellence of a product or service (Ugwungwu, 2009). As it applies to quality assurance in education, mechanism is the strategy by which an educational system ensures that the service it delivers or intends to deliver serves the purpose for which it is intended and remains relevant and appropriate to the needs of the society. It involves series of operational techniques and activities which include all actions taken when requirements for quality are met.

Quality assurance in the education system implies the ability of the institution to meet the expectations of the user of manpower in relation to quality of skills acquired by their output (Ajayi & Akindutire, 2007). The National Universities Commission (NUC) (2007) puts it that quality assurance is a key component of successful internalization mechanism for building institutional reputation in a competitive local and global arena and necessary foundation for consumer protection. Zelvys (2004) held the view that the concept of quality assurance has been one of the most important concepts in contemporary terminology. This is as a result of the place of education in nation building and its expectations from the public. To this end, quality assurance is the entire process of ensuring maximum effectiveness and efficiency of education programme and services in relation to their context, mission and stated objectives.

Oladipo, Adeosun and Oni (2009) posited that quality of educational programme could be measured in terms of quality of input, quality of process, quality of content and quality of output. Therefore, ensuring quality in educational management requires the right quantity and quality in everything that goes into the teaching/learning process or system as input and process. For education and educational management programme in particular to be accorded its respect in our society, Okebukola (2011) noted that it must provide graduates with minimum skills that will enable them to be self-reliant and useful to the society. It is on record that Nigerian universities have been producing high quality graduates in far past. As evidenced by Daisi in Oladipo et al (2009), many graduates from Nigerian universities have distinguished themselves in

their areas of specialization so much that some of them are now professors in the best universities across the globe. One cannot doubt the fact that the university education system has enhanced social, cultural, economic, political, scientific and technological progress in Nigeria. The country is more blessed now with specialists at various fields of endeavor: medicine, law, engineering, philosophy, education, etc. Due to this development, the nation is becoming more and more dynamic and self-reliant as the days go by. With the establishment of at least a federal university in every state, in recent time, without proper care and monitoring, a lot of failures have been witnessed.

Okebukola (2011) decried the quality of graduates produced in Nigerian tertiary institutions especially in the last four years and thumbed down the quality of those that would graduate in three years time. Similarly, Ekumayo (2012) submitted that the non-inclusion of any of the nation's universities in the world best 1500 universities is unsavory and worse still, Nigeria ranked number 22 after South Africa, Egypt, Ghana, and Kenya in the ranking of African universities. Educational Management programme is not left out of this deplorable state.

The major objective of educational management is to produce education managers for all levels of education. Most managers at the top levels of various educational systems are not experts in educational management, as some of them climb the ladder of leadership either by promotion on the basis of years of experience or by appointment (Adegbesan, 2011). According to Anioke (2010) until expertise

positions are reserved for only qualified personnel, the system will continue to suffer degradation.

Due to the declining quality in recent years, the accolade attached to Nigerian universities seems to be fading away fast. This is informed by the flood of criticisms that beclouded the quality of graduates produced. Parents now seek alternative for their children's education in South African and Ghanaian universities and even beyond. This ugly situation in Nigeria tends to negate the tenet of quality university education which is essentially an industry established to produce high quality workforce for national development.

It is against this background that National University Commission (2012) identified the following mechanisms for quality assurance in Nigeria educational system to salvage the deplorable situation. They are: moderation of examination, in-service professional development given to career academics, proper funding of education, supervision and inspection, infrastructural evaluation, mentoring and monitoring, mock accreditation exercise, regular evaluation of the system among others. It posited that before the general/main accreditation, the individual departments should on yearly basis, embark on these internal quality assurance mechanisms in order to prepare for the general/main accreditation that is forthcoming. However, this study will evaluate four of these mechanisms which include; moderation of examinations, in-service professional development programme, mock accreditation exercise, and adequate infrastructural facilities.

Moderation of examination is seen as a means of ensuring standard in the quality of examination given to students. It includes moderation of; marking scheme, lesson notes, question paper, course content, research project etc. In the minimum Standard of National University Commission (NUC)'s manual of accreditation procedure for academic programme of Nigerian Universities, moderation of examination is one of the basic requirements for internal quality assurance in educational management programme. Odo (2010) noted that moderation of examination is one of the requirements and this aspect if well implemented, should be suitable for enhancing quality of graduates from the school system. According to Oyebade, Oladipo and Adetoro (2008) internal and external moderation of marking scheme, results, lesson note, course content and answer scripts should also be a major strategy of ensuring quality assurance in the academic system. This will keep the assessment within the acceptable standard. Achieving quality output through curriculum implementation demands that academics should update their knowledge to be resourceful.

In-service professional development is a broad term, encompassing a range of people, interests and approaches. Those who engage in in-service professional development share a common purpose of enhancing their ability to do their work. At the heart of professional development is the individual's interest in lifelong learning and increasing their own skills and knowledge. According to Abelega (2010), to ensure continued relevance of university graduates, Tertiary Education Trust Fund (TETFund) organizes regular train-the-trainer workshops for academic staff in

universities. The scope and spectrum of the workshops vary. However, such workshops provide relevant in-service need of lecturers in their respective specialized areas as well as in methodology (Aeelga, 2010).

When academics attend seminars, workshops and conferences, their efficiency and productivity is enhanced. In the same vein, when academics have opportunity to run developmental programmes in relevant fields, they are empowered for effective delivery. Professional development encompasses all types of facilitated learning opportunities including credential such as academic degrees, course work, conferences and informal learning opportunities.

Accreditation is an evaluation of whether an institution or programme meets a threshold standard and qualifies for a certain status (Kis, 2005). The focus of accreditation is comprehensive, examining the mission, resources and procedures of a program (Dill, 2003). Most accreditation exercises strengthen institutions as this enable the institutions authority to put the necessary human and material resources on ground. Accreditation is often carried out every five years in the universities.

Mock accreditation exercise in this context is seen as internal measure for evaluating the academic contents within the school level. Unlike the general/main accreditation that is external and comes up every 5-years, this type is internal, carried out by the institution and takes place on a yearly basis in preparation for the forthcoming general/main accreditation, as suggested by NUC. It includes; specification of admission requirement, clearly stated philosophy and objectives, collaborative effort in

curriculum review, among others. There is always a benchmark for every academic programme and as such this forms the standard/quality of the department or institution.

To teach educational management, there must be adequate provision of infrastructure and facilities in terms of space, building, workshops, laboratory, library, instructional materials and equipment to ensure quality teaching and learning. The mandatory infrastructural needs for university programme according to NUC (2007) include; lecture halls, private study halls, laboratories and library. The minimum standard specification indicates that there should be enough buildings, classrooms, tables, seats and libraries.

According to Anioke (2010), the much attention given by both teachers and students over infrastructural facilities has shown the deep relationship between their performance level and the available facilities. The training environment should look like the work environment. Teaching with real materials and real situation can help to encourage the students to learn and enhance quality.

These mechanisms, already existing in schools, are contained under the criteria for accrediting a degree programme, as a policy, in relevant areas of section 8.0 of the National University Commission (NUC, 2012)'s manual of accreditation procedures for academic programmes in Nigerian Universities (See Appendix xi on page 149). It is believed that when these mechanisms are properly implemented in the institutions, it will bring about quality and thereby lead to high standard of university education in the country.

Federal universities are universities that are established, owned, financed and managed by federal government, while state universities are owned, financed and managed by the state government. On the other hand, private universities are owned, financed and managed by private bodies. Although, all these universities are regulated by National Universities commission (NUC), implementation procedure of these mechanisms seems to differ with respect to public and private universities as well as federal and state owned universities which the study seeks to identify. According to Akamobi (2005), implementation of accreditation procedures are often successful in federal universities compared to state universities due to the huge fund allocation from the federal government. Owing to the fact that accreditation exercise has a very high financial consequence on the institution, only institutions of high financial status succeeds from it.

It should be noted that the results of the implementation of the above mentioned quality assurance mechanisms may be influenced by some variables like management/control and the amount of resources available for usage. This is informed by the assertion that no organization can flourish (function effectively) without capital, and that the level of success of any organization is dependent on the amount of resources at its disposal. It should also be noted that although the same body, NUC (National University Commission) controls the affairs of both federal and state universities in Nigeria, resources available to them appear to vary and is dependent on its ownership.

It is against this background that this study seeks to compare the extent of the implementation of quality assurance mechanisms in educational management programme of Federal and State Universities in south-east Nigeria.

Statement of Problem

Recent development in the Nigerian educational system seems to indicate that all is not well as expected with quality assurance of the system. The scenario appears more worrisome when viewed against the background that Nigeria once served as the hub of university education in the West Africa sub-region but now is in a deplorable state. This development revolves round a lot of factors ranging from the collapse of essential infrastructure and inadequate school staff to increase in academic programme without corresponding increase in funding.

The recent developments in the Nigerian university system and its poor rankings in Africa and the world in general shows that all is not well as expected with ensuring quality in the Nigeria university system. The NUC (2014) assessment study on the labour market expectations of graduates from Nigerian universities revealed that there were scores of unemployed graduates roaming the streets and more embarrassing, those who were lucky to secure employment had to undergo remedial training in order to bridge the huge knowledge and skill gaps leftover from university training.

The researcher had also observed, during the recent accreditation exercise (2014) of the department of Educational Management and Policy, Nnamdi Azikiwe University, Awka, where he belongs, that only 16 reports, after all enquiries were

documented in the self-study form, as employers rating of graduates of the department, for the past 4 years. The fact that only 16 reports were obtained does not necessarily mean that only 16 out of about 160 past graduates of the department for the past 4 years are employed, it shows that only few are known to be working, even-though about 8% of them usually enroll for Masters programme each year, with the intention of acquiring higher certificate for better chance of employment. This tends to negate the tenets of university education which is essentially an institution established to produce quality workforce for national development.

It could be deduced from the present events and trends in the country that Nigerian university education is not meeting its expectations in terms of the quality of teaching and services due to poor infrastructure and poor in-service development for staff Ekumayo (2012). Although, National Universities commission (2012) has identified some mechanisms for quality assurance, which are already in existence in the university, but on a practical ground, to what extent is these mechanisms being implemented in educational management programme of federal and state universities in south-east Nigeria? This is what informed the study.

Purpose of the Study

The main purpose of the study is to comparatively assess the extent of the implementation of quality assurance mechanisms in educational management programme of federal and state universities in South-East Nigeria. Specifically, the study will assess the extent of implementation of:

1. Moderation of examinations as a mechanism for quality assurance in educational management programme of federal and state universities in south-east.
2. In-service professional development programme as a mechanism for quality assurance in educational management programme of federal and state universities in south-east.
3. Mock accreditation exercise as a mechanism for quality assurance in educational management programme of federal and state universities in south-east.
4. Adequate infrastructural facilities as a mechanism for quality assurance in educational management programme of federal and state universities in south-east.

Significance of the Study

The findings of the study will be beneficial to policy makers, education managers, curriculum planners, school management, National Universities Commission (NUC), ministry of education, educational management students in universities in South-East Nigeria and Researchers.

The findings of this study would be of benefit to policy makers as it has provided fundamental information, on the low extent of implementation of moderation of examinations, required by policy makers in formulating quality assurance policies with respect to educational management programmes in universities and education industry at large.

Education managers of universities in South-East Nigeria, especially state universities, would also benefit from the findings of this study. The low extent implementation of the mechanisms already identified will promote their interest for improved quality and standard since education managers are the major implementers.

Similarly, curriculum planners will benefit from the findings of this study by getting to know the quality assurance mechanism considered highly implemented for improving the quality of educational management graduates. This would aid educational management curriculum planners in designing educational management curriculum to suit the present trends and practices in global education.

Management of universities in South-East states of Nigeria would benefit from the finding of the study as it has revealed the poorly implemented mechanisms that may be contributory to the poor attainment of quality educational management programme in Nigeria. It would also aid university management in knowing the roles to play in ensuring that quality assurance mechanisms are followed and adopted in their various universities in order to achieve qualitative educational management programme in South-East and Nigeria as a whole.

The study would also be of immense benefit to National Universities Commission (NUC). Having identified the seemingly advantage federal universities have over state universities on extent of implementation, it would help them pay more attention to the state universities during the usual institutional accreditation in order to bring about improvement.

Consequently, the Ministry of Education would also benefit from the study. Having compared the extent of implementation of quality assurance mechanisms in federal and state universities; they will be able to strategize better, on disbursement of funds to various types of institutions in the country, so as to accommodate those that may fall short in the implementation of quality assurance.

In addition, the findings of this study would also benefit educational management students in universities in South-East Nigeria. This is because the outcome of this study has identified extent of implementation of quality assurance mechanisms in university educational management programme that really require proper attention, with special emphasis on practicum and teaching practice exercise.

Finally, the findings of the study will contribute to the growing body of knowledge relating to quality assurance mechanisms and, also serve as a framework and a source of literature to any researcher who may wish to carry out research on other dimensions of quality assurance mechanisms at the same and other levels of education.

Scope of the Study

The study focused on comparative assessment of the extent of implementation of quality assurance mechanisms in educational management programme of federal and state universities in South-East Nigeria. The justification for studying federal and state universities is due to the fact that both universities are public universities owned and managed by government. The mechanisms considered in this study are delimited to;

moderation of examinations, in-service professional development programme, mock accreditation exercise, and provision of adequate infrastructural facilities, as stipulated by NUC. Although there are other mechanisms, the researcher had considered these four due to availability of data for the study. Only Heads of Department (HODs) of Educational Management/Administration programmes in federal and state universities in south-east, Nigeria attended to the questionnaire, while observation of available documents by the researcher was done to complement the responses of the H.O.Ds.

Research Questions

The study was guided by the following research questions:

1. To what extent is moderation of examinations as a mechanism for quality assurance in educational management programme being implemented in federal and state universities in south-east?
2. To what extent is in-service professional development programme as a mechanism for quality assurance in educational management programme being implemented in federal and state universities in south-east?
3. To what extent is mock accreditation exercise as a mechanism for quality assurance in educational management programme being implemented in federal and state universities in south-east?

4. To what level of adequacy is infrastructural facilities as a mechanism for quality assurance in educational management programme being provided in federal and state universities in south-east?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of federal and state universities on the extent of implementation of moderation of examinations as a mechanism for quality assurance in educational management programme of universities.
2. Federal universities and State universities do not differ significantly in their mean ratings on the extent of implementation of in-service professional development programme as a mechanism for quality assurance in educational management programme of universities.
3. There is no significant difference in the mean ratings of federal and state universities on the extent of implementation of mock accreditation exercise as a mechanism for quality assurance in educational management programme of universities.
4. Federal universities and State universities do not differ significantly in their mean ratings on the level of adequacy of infrastructural facilities provided as a mechanism for quality assurance in educational management programme of universities.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviewed the views of other authors as they relate to the current study. They are reviewed under conceptual framework, theoretical framework, theoretical studies and empirical studies as stated below:

Conceptual Framework

Assessment

Mechanism

Quality Assurance

University Education

Educational Management Programme

Theoretical Framework

Systems Theory

Assessment Theory

Theoretical Studies

Quality Assurance in Educational Management

Quality Assurance Mechanisms:

Moderation of Examination

In-Service Professional Development Programme for Career Academics

Mock Accreditation Exercise

Infrastructural Facilities

Empirical Studies

Funding of Educational Administration programme.

Academic staff perception of quality assurance measures.

Analysis of quality assurance in business education.

Quality assurance as imperative for producing quality accounting teacher.

Extent of adoptability of National Commission for Colleges of Education's strategies for quality assurance.

Summary of Review of Related Literature

Conceptual Framework:

Assessment

In educational management, assessment is the bedrock for the continual growth and accountability of any educational policy. Man is constantly assessing his actions and those of others around him in order to determine whether those actions are good or bad, efficient or inefficient, desirable or undesirable, satisfactory or unsatisfactory. Within the education system in like manner, assessment is therefore important for any educational policy to achieve the desired effects. In view of the above, one may define assessment as a judgment about people or event (s) with reference to the extent of achieving the desired educational goals/objectives.

Assessment in education generally is the process of gathering information on any aspect of the operation of the education system to see how it is working and how worthwhile it is. Assessment in Nigeria has remained the criterion for promotion, certification, assignment of roles and responsibilities to individuals or groups. As far as educational policies are concerned, whenever new policies are implemented, there is always the need for the implementers or other concerned individuals to know whether the objectives of the policies have been achieved and as well, keep accurate account of the progress of the policies. This helps in no small measures in correcting deviations and also in keeping the implementers focused on the desired goals or objectives. Anade (2006) states that assessment is the process by which the quality of an individual's work or performance is judged and the way of testing the value of a thing.

Accordingly, assessment is expected to give the true worth of a measured trait, skill or achievement. Furthermore, Ogadinma (2007) defines assessment as the use of various methods and sources to gather and estimate different types of information about a person, group or event in a comprehensive way. The above definition implies that assessment involves not only collecting data with a view to making value judgment about the quality of a person, object, group or event but also the process of gathering data and fashioning them into an interpretable form for decision-making.

A summary of the definitions above indicate that assessment has managerial function designed to maintain organizational efficiency, promote staff growth and development. The managerial function is concerned with ascertaining the decision areas of concerns, selecting appropriate information, collecting and analyzing information in order to report a summary of data useful to decision-makers in selecting among alternatives. Evidence from these assessments is therefore used in judging the individual's performance in terms of the predetermined educational goals. In strength of the above, an assessment of the extent of implementation of quality assurance mechanisms in educational management programme of universities in South-East Nigeria affects future actions and decision making for improvement.

In education, assessment serves many purposes in improving educational practices. Each of the purposes has a direct functional connection with the duties of the teachers. A basic purpose of assessment is motivation. Nothing contributes to success more than the knowledge of previous successes or failures. It is very important for

individuals, managers of education, teachers or government agents to have information regarding how well his or her effort is succeeding, how he or she is being regarded or appraised by others. Assessment also serves an essential diagnostic purpose. Through diagnosis, it is possible to identify strengths on which to build or weaknesses, which need alleviating. This work serves the above purposes in the assessment of the extent of implementation of quality assurance mechanisms in educational management programme of universities in South-East Nigeria.

Mechanism

Mechanism refers to the technique or strategy put in place to maintain the degree of excellence of a product or service. It can also be referred to as a method, step, means, approach or procedure of achieving stated objectives in a specific area. According to Ugwungwu (2009), mechanism can be defined as general direction set for an organization and its components to achieve a desired state in the future. It results from the detailed strategic planning process. A mechanism is all about integrating organizational activities and utilizing and allocating the scarce resources within the organizational environment so as to meet the present objectives. According to Okwuanaso and Nwazor (2000), it is an act or a way of planning operation especially of troops, so as to fight successfully and win. It entails skills in managing an affair or matters in hand; it is the tactics for achieving an objective. It consists of various parts, methods, designs and techniques-- all of which join together to help achieve the goal.

Mechanism is a perspective, position, plan and pattern. It is the bridge between policy and goal on the one hand and tactics or concrete actions on the other hand. Mechanism and tactics together straddle the gap between ends and means. In short, mechanism is a term that refers to a complex web of thoughts, ideas, insights, experiences, goals, expertise, memories, perceptions, and expectation that provides general guidance for specific actions in pursuit of particular ends. It can equally be seen as the course we chart, the journey we imagine and at the same time the trip we actually make.

Mechanism has no existence apart from the end sought. It is a general framework that provides guidance for actions to be taken and at the time, shaped by the actions taken. This means that the necessary precondition for formulating mechanism is a clear and widespread understanding of the ends to be obtained. Without these ends in view, action is purely tactical and can quickly degenerate into nothing more than a flailing about. It should be noted that some mechanisms may not lead to the end result (desired goal) as initially planned. Such mechanism is classified as un-attainable, while a mechanism that brings the desired goal is referred to as attainable mechanism can be called Effective mechanism.

It is against this bedrock that Chandler (2002) defined effective mechanism as the determination of the basic long term goals and objective in an enterprise and the adoption of courses of action and the allocation of resources necessary for carrying out their goals. Effective mechanism impact on resources in some positive or negative way

and they are executed in a tactical manner so as to link goals and objectives for day-to-day operations. Chandler further stated that those mechanisms link upward to goals and objectives and also link directly to efficiency. Objectives of any programme are targets but mechanism provides the way or guidance to these targets.

In this study however, the goal is how to ensure quality assurance in educational management programme in universities. Therefore all the methods, procedures and techniques adopted from the opinion of education managers will amount to mechanism for the attainment of the goal.

Quality Assurance

The term quality has been defined by many people in different ways. Idiali (2007) described quality as standard of something as compared to other things. Similarly, Oladipo, Adeosun and Oni (2009) have asserted that quality is the ability or degree with which an educational system conforms to established standard and appropriateness. They also stated that quality of educational programme could be measured in terms of quality of input, content, process, context and output. United Nations Educational Scientific Cultural Organization ((UNESCO) (1998) posited that quality in Nigerian University education is a multidimensional concept that should embrace all its functions and activities; teaching and academic programmes, research and scholarship, staffing, students, buildings, facilities, equipment, service to the community and academic environment.

Quality refers to the standard of a phenomenon when it is compared to other similar things; how good or bad something is; or to be of a high standard (Fadokun, 2004). This implies that quality in education programme embraces all functions and activities of an institution such as how good and efficient the teachers are, how adequate and accessible the facilities and materials needed for effective teaching and learning are, and how adequately prepared the graduates are in meeting the challenges of life and for solving the problems of society. Arikewuyo (2004) sees quality in education to be judged by both its ability to enable the students perform well in standard examinations and relevance to the needs of the students, community and the society as a whole. Topical issues today in Nigeria education system centre on the quality of education imparted to the citizenry and the relevance of that education to the life of the individual in particular and the nation in general.

Quality education according to Mosha (1997) is measured by the extent to which the training received from an institution enables the recipient to think clearly, independently and analytically to solve relevant societal problems in any given environment. Quality education is therefore the relevance and appropriateness of the education programme to the needs of the community for which it is provided.

Quality Assurance therefore, ensures that the stated and established standards of performance in a system are attained. According to Whitely (2001), quality assurance in education has become an all-embracing concept that includes all

policies, processes and actions through which the quality of education provided is developed and maintained.

Lysons (1996) maintained that quality assurance was derived from the organizational concept of Total Quality Management (TQM), which is defined as a way of managing organizations so that every job and every process is implemented correctly, first time and always. It is the management of teachers, students, resources, school environment as well as teaching and learning activities so as to ensure that quality is maintained at every stage and that the students who emerge from the entire process conform to national norms both in terms of academic achievement, moral development and social skill (Abolade, 2011). It is the maintenance of high level of efficiency and effectiveness in the determination and attainment of goals for educational programme. To Okojie (2011), it is a mechanism concerned with the assessment, academic audit and accreditation of educational institutions and programmes. It relates to objectives, attitudes, actions and procedures that through their existence and use together ensure that appropriate academic standards are being maintained and enhanced in the system.

It involves the practice of managing the ways goods are produced or services are rendered to ensure that they are kept in a high standard. Quality assurance in education according to Balalola (2004) has to do with proactive means of ensuring quality of inputs, teaching and learning processes, students' achievement, and school environment before things get out of hand. Fasasi (2006) in highlighting quality

assurance in education maintained that it is the consistent provision and utilization of good and high standard resources to foster effective teaching and learning in every stage and aspect of educational system. Ehindero (2004:35) posited that quality assurance focused on the:

- a. Learning entry behaviours, characteristics and attributes including some demographic factors that can inhibit or facilitate their learning
- b. The teacher entry qualification, values, pedagogic skills, professional preparedness, subject background, philosophical orientation, among others
- c. The teaching-learning processes including the structure of the curriculum and learning environment
- d. The outcomes, which are defined for different levels in terms of knowledge, skills and attitudes including appropriate and relevant instruments to assess these objectives.

Quality assurance in universities can be said to be the ability of the universities to meet certain criteria relating to academic matters, staff-students' ratio, staff mix by rank, staff development, physical facilities, adequate library facilities, adequacy of various inputs in the university in terms of quality among others. Quality assurance therefore involves the managing of all the educational resources and processes to make sure that educational output is kept in a high standard. The management of these resources and processes calls for consistent evaluation and improvements. This can

only be meaningful according to Fasasi (2006) when application of its strategy continues till the end of an educational programme without any disruption.

University Education

Education can be defined as production and reproduction of knowledge of people's way of life (i.e. their culture) with the aim of preserving and maintaining the social structure that will be able to guarantee social order and changes in the society. Oni (2006) drives this point home further when he stated that education is one of the basic means of human and cultural self-realization as well as a means of realizing the productive power of a nation. The very concept of development according to him implies the constant improvement in the quality of life in a nation through the improvement of the productive capabilities of individuals. Education is one of the decisive tools for achieving this.

The concept of university education will be difficult to express without first looking at the concept of higher education. The concept of 'higher education' may vary from country to country. For example, in some countries, teacher education is considered to be a field of higher education. In some countries, it is considered to be part of post-secondary education but not part of higher education. The Association of African University's (AAU) Working Group on Higher Education recommends that higher education should include tertiary education institutions other than universities. In addition, at the second African Union (AU) Meeting of Experts, higher education was described as including all post secondary education, including universities,

polytechnics and technical colleges, teachers training institutions, institute for medical training and agriculture (and other fields), distance education centers, and research centers and institutes, with the possibility of expanding to include other forms of post secondary education.

In this context, the National Policy on Education (FGN, 2004), defines Higher Education as the Post Secondary Section of the National education system, which is given of Universities, Polytechnics and Colleges of Technology including courses as are given by the Colleges of Education, Advanced Teachers Training colleges, Correspondence Colleges and such Institutions as may be allied to them. The National Policy on Education (FGN, 2004:16) provides a guide at attempting to fulfill the nation's objectives. This notion has five major objectives as stated in the Second National Development plan namely:-

- i. a free and democratic society
- ii. a just and egalitarian society
- iii. united strong and self-reliant nation
- iv. a great and dynamic economy
- v. a land of bright and full of opportunities for all citizens.

From these broad policy objective were derived the National Policy on Education which spelt out the philosophy of Nigerian Education. Each level of education derived its purpose from this philosophy. Since higher education is the main concern of this

unit, suffice to say that it drew its purpose from the broad philosophy of Nigerian education for the attainment of the specific objectives.

Aims of Higher Education: Higher education, including professional education has the following aims:

1. the acquisition, development and inculcation of the proper value-orientation for the survival of the individual and societies;
2. the development of the intellectual capacities of individuals to understand and appreciate environment;
3. the acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community;
4. the acquisition of an overview of the local and external environments (FGN, 2004).

Ways to Pursue Higher Education Goals: The National Policy on Education again stated that higher educational institutions should pursue these goals through:

- 1) Teaching
- 2) Research
- 3) the dissemination of existing and new information
- 4) the pursuit of service to the community; and by being a store-house knowledge (FGN, 2004).

The goals of higher education in Nigeria were aptly spelt out by the Federal Government of Nigeria in the National Policy on Education (2009:38) as follows, to;

- a. contribute to national development through high level manpower training.

- b. develop and inculcate proper values for the survival of the individual and society.
- c. develop the intellectual capability of individual to understand and appreciate their local and external environments.
- d. acquire physical, intellectual, technical and professional skills, which will enable the individuals to be self-reliant and useful members of the society.
- e. promote and encourage scholarship, entrepreneurship and community service.
- f. forge and cement national unity; and
- g. promote national and international understanding and interaction.

Similarly, section 5 subsection A of the National Policy on Education (2004:40) states that university education shall make optimum contribution to national development by:

‘intensifying and diversifying its programmes for the development of high level manpower within the context of the needs of the nation; making professional course contents to reflect our national requirements; making all students, as part of general programme of all-round improvement in university education to offer general study courses such as history of ideas, philosophy of knowledge and nationalism’.

It is in recognition of this that the Nigerian government commits immense resources to ensure the provision of university education for its citizens and also tailored their policies towards ensuring that education is made accessible to the generality of its citizenry. A university is an institution of higher learning/education and research which grants academic degrees in various subjects and typically provides

undergraduate education and postgraduate education. University education was established specifically for research and development of the nation through the training of manpower.

The university is a complex learning organization occupying a strategic position and the highest level in the education ladder. A university is both explicitly and implicitly built on notions relating to the importance of learning at an individual level, and the idea of learning as the basis for and driver of development is well recognized within universities.

The university is made up of people with different backgrounds in terms of needs, skills, talents, status, competencies, knowledge, behavioral styles, interest and perceptions (Nakpodia, 2003). In fact, the skills and high level manpower needed for the growth and development of any nation are produced by the universities. The universities organizations are centers of excellence, teaching, research and store houses of knowledge. According to the National Policy on Education (NPE, 2004:36), University Education shall make optimum contribution to national development by:

1. Intensifying and diversifying its programme for the development of higher level manpower within the context of the needs of the nation;
2. Making professional course contents to reflect our national requirements;
3. Making all students, as part of a general programme of all-round improvement in university education, to offer general study courses such as history of ideas, philosophy of knowledge and nationalism;

4. University research shall be relevant to the nation's developmental goals. In this regard, universities shall be encouraged to disseminate their research to both government and industries;
5. University teaching shall seek to inculcate community spirit in the students through project and action research.

University education started in Europe in the eleventh century. In a bid to develop learning for natural development, countless universities have sprung up all over the globe, as Nigeria is not left behind. University education in Nigeria commenced with the establishment of the University College, Ibadan (U.C.I.) in January, 1948 as a College of the metropolitan University of London. The University College became independent of London University in 1962 and became a full-fledged University of Ibadan (U.I.) The University is internationally famous for its academic excellence. As observed by Prof. Jibril Aminu, a former Federal Minister of Education in Nigeria, Ibadan can rightly claim by the high standards it so severely set earlier in its history, to have given credibility and international recognition to higher education in this country (Nigeria). No matter its present difficulties, that is a distinction that cannot be easily detracted from that institution (National Universities Commission, 20 Years of University Education in Nigeria, (Lagos: NUC, p.23).

Following the Ashby Commission Report (Ashby, 1960) four universities were established between 1960 and 1962 in the following sequence:

1. The University of Nigeria, Nsukka - Created by the Statute of the Government of the former Eastern Region in 1955 and opened in 1960;

2. The University of Ife, now Obafemi Awolowo University. The University was not recommended by Ashby. It was founded in 1961 by the Government of the former Western Region. It first enrolled students in 1962.
3. The Ahmadu Bello University, Zaria - founded in 1962 by the government of the former Northern Region, and
4. The University of Lagos established in 1962 by the Federal Government.

In 1970, the Mid-West State (formerly Mid-West Region, now Bendel State) which was carved out of the Western Region established the Mid-West Institute of Technology (M.I.T.). The Institute converted to a university status - the University of Benin - in 1972 and was handed over to the Federal Government in 1975. The Third National Development Plan (1975 - 1980) made provision for the establishment of seven more universities to be located in States where there were none at that time. This gave birth to the 'Seven Sisters' or Second Generation Universities in 1975. The universities were established as follows:

1. The University of Calabar, which began as the Calabar Campus of the University of Nigeria in 1973
2. The University of Jos, founded as a Campus of the University of Ibadan in 1971.
3. The University of Maiduguri, 1975.
4. The University of Sokoto, 1975.
5. The University of Ilorin, which was a former Campus of the University of Ibadan but became a full university in 1977 after becoming a University College in 1975.

6. University of Port Harcourt which took off initially as a University College in 1975 and affiliated to the University of Lagos. It became a full-fledged university in 1977.
7. Bayero University, Kano, which started as Northern Government owned Ado Bayero College in 1961, became Bayero University College of Ahmadu Bello university in 1962,

The 1979 Constitution of the Federal Republic of Nigeria placed university education on the Concurrent Legislative list. That meant that, apart from the Federal Government, State Governments who wished, could establish their own universities as was the practice before 1975 when university education was put on the Exclusive Legislative list by the then Military Government. Between 1979 and 1984, the following eight State universities were established:

- Bendel State University, Ekpoma, 1980
- Anambra State University of Technology, Enugu, 1980
- Imo State University, Okigwe, 1981
- Rivers State University, of Science and technology, Port Harcourt, 1981.
- Ondo State University, Ado-Ekiti, 1982.
- Ogun State University, Ago-Iwoye, 1982
- Lagos State University, Badegry, 1983 and
- Cross River state university, Uyo, 1984.

Since the inception of university education in Nigeria in 1948 with only one university (University of Ibadan), and its formal opening in 1962, the demand for university education has been on the increase. In order to take care of the increasing demand for university education, the Federal Government of Nigeria made provisions for the establishment of at least one federal university in every state and as well involved private individuals and organization in the provision of university education in Nigeria. Today, there is a total number of 125 (one hundred and twenty five) accredited universities in Nigeria (37 federal, 38 state and 50 private universities (National Universities Commission (NUC, 2014).

History has it that in the 1960's, 70's and up to the mid 80's the five premier universities, Ahmadu Bello university, Zaria; University of Ibadan, University of Ife, University of Lagos, and University of Nsukka were centers of academic excellence. There were few universities and many students to be admitted and competition was very fierce but healthy. Even then, many students with grade II found it difficult to gain admission because there were so many excellent students to pick from. Since the establishment of at least a university in every state without proper care and monitoring, a lot of failures have been witnessed:

Nigerian government influenced the admission standards by establishing the Joint Admission and Matriculation Board, JAMB, introducing Federal character, catchment areas, but without monitoring the standard. Prospective university students that needed admission simply got letters from the Head of State, a Governor, or a Minister in order

to gain admission. There is nothing wrong with helping another human being in need but when such help is provided, those who stretch their neck out to help must also make sure that such help does not go to waste.

Unfortunately, the universities were asked to turn out more graduates without adequate plan to absorb the graduates in a viable employment. It is also during this same period that many none graduates that could not execute contracts were awarded contracts, talk about real marginalization. These contactors were able to make millions without performing the project or at best without completing the contracts and nobody queried them. Unemployed graduates and university students were noting that it did not take a genius to get contract and they learnt their lessons well. Nigerian government preferred to give simple projects to foreign firms in return for 10% kickback at the expense of the country (students, workers), and Universities that needed opportunities to gain from and transfer technology to the nation.

The parents did not help matters either. While parents were sure that their children did not meet admission requirements, they encouraged purchase of admission but did not follow up their children's performance to ensure a good return on their investment. Today, however, some children are richer than their parents because they engage in less than honorable acts. The result was, and still is, graduating students that pass through schools do not excel but yet graduating.

Even though the university system in Nigeria has not had a very smooth sail from inception, it has witnessed many successes. The gains that Nigeria has derived from

the university education become glaring when one considers the five national goals through which Nigeria's philosophy of education draws its strength, namely, to create a democratic and free society, a just and egalitarian society, a united, strong and self-reliant nation, a great and dynamic economy and a land full of bright opportunities for all citizens.

University education is more than the next level in the learning process; it is a critical component of human development worldwide. It provides not only the high-level skills necessary for every labor market but also the training essential for teachers, doctors, nurses, civil servants, engineers, humanists, entrepreneurs, scientists, social scientists, and a myriad of other personnel. It is these trained individuals who develop the capacity and analytical skills that drive local economies, support civil society, teach children, lead effective governments, and make important decisions which affect entire societies. This function of education can be seen vividly in action in Nigeria.

Furthermore, the university education in Nigeria has led to the development of many Nigerians into sound and effective citizens. Here, university education more than any other, has led to higher self-awareness and self-realization of individuals at various tasks, enhanced better human relationships, national consciousness and effective citizenship. One cannot doubt the fact that the university education system has enhanced social, cultural, economic, political, scientific and technological progress in Nigeria. The country is more blessed now with specialists at various fields of endeavor: medicine, law, engineering, philosophy, education, etc. And due to this

development, the nation is becoming more and more dynamic and self-reliant as the days go by. This has been made possible because of the university education.

In addition, university education has been on the vanguard of creating opportunities for the teeming Nigerian population. To build a united and egalitarian country entails that every Nigerian should contribute to the development or up-liftment of the country. The opportunity to do this in Nigeria has been largely provided by the university education. Apart from serving their fatherland, the university education has continually churned out scholars who have contributed meaningfully to the world's reservoir of knowledge. There is thus growing evidence that university education, through its role in empowering domestic constituencies, building institutions, and nurturing favorable regulatory frameworks and governance structures, is vital to a country's efforts to increase social capital and to promote social cohesion, which is proving to be an important determinant of economic growth and development.

Educational Management Programme

Educational management programme which is a sub-set of the university education and like other programmes of the university is specifically for the training of education managers, teachers, administrators, supervisor and policy makers in education. It encompasses the training of individuals for the management of all levels of educational system in the nation. Okorji and Unachukwu (2014) described educational management as the process of planning, organizing, directing and controlling the activities of an institution by utilizing human and material resources so

as to effectively and efficiently accomplish teaching and learning. Thus, educational management is that aspect of educational training which an individual receives with the primary motive of enabling him/her to acquire adequate attitudes, concepts, knowledge, understanding and skills in school management activities for usage in careers as an administrator, manager or teacher wherever he/she may find himself/herself in the society.

The objectives of educational management programme include the following:

- a) Provide highly motivated, conscientious and efficient education managers for all levels of the education system
- b) Encourage further the spirit of enquiry and creativity in teachers
- c) Help Educational managers to fit into the social life of the Community and society at large and enhance commitment to National objectives
- d) Provide educational managers with the intellectual and professional background adequate for their assignment and to make them adaptable to any changing situation, not only in the life of their country but also in the wider world.
- e) Enhance teachers' commitment to the teaching profession to make them adequate for their assignments and to make them adaptable to any changing situation.
- f) Produce highly efficient and conscientious classroom teachers who would manage classrooms in a way that will motivate and enhance learning.

- g) Develop skills and knowledge to those who will manage the educational system and
- h) Prepare various categories of workers in the education industry for further studies in management. (Unizik Edu. Mgt. & Policy Handbook, 2014:24)

Importance of Educational Management Programme: Knowledge of educational management will help to achieve the following:

1. Educational management theories, principles, techniques and skills when properly applied to education will bring about effective and well functioning educational institution.
2. Empirical and systematic management of educational institution is important as it will bring about quality and purposeful changes in the educational system.
3. Educational management is required to manage and create good and excellent institutions so that the product of the school can benefit adequately from the specialized training offered.
4. Knowledge of educational management is also required so that man can utilize available scarce resources efficiently.
5. Knowledge of educational management will familiarize teachers with the skills and strategies required to run educational institutions professionally.
6. The study of educational management helps in decision making and problem solving, communication and managing information as well as building effective work teams.

7. It also teaches practicing and becoming teachers how to plan co-curricular activities, academic programme and the preparation of the school time-table.
8. It enables teachers to effectively keep and maintain good school records for accountability to parents and stakeholders of education.
9. It provides adequate knowledge to learners on budgeting and finance maintenance in school.
10. It teaches learners the basic principles in school community relations. (Okoji & Unachukwu, 2014).

Functional Task Areas in Educational Management: Educational management entails the utilization of available resources by management to achieve the school system pre-defined goals. In doing this, the school management with the school head or administrator providing leadership should perform the following functions:

A). Instructional Functions

The management of school instructional programmes constitutes one of the most important functions of the principal because the ultimate goal of educational administration is the improvement of teaching and learning. The principal collaborates with the teachers, students and inspector in the selection and implementation of relevant and appropriate school activities that would enhance the instructional programmes of the school. According to Ukeje, Akabogu and Ndu (1992), the principal designs efficient work schedules, assign reasonable workloads to teachers and ensure the utilization of available professional and material resources. With the

assistance of the teachers, the students are allocated into classes to form the best learning groups. In the same vein, the principal provides avenue for extra-curricular activities (sports and debates) and other auxiliary services so as to ensure total development of the students.

B). Staff or Personnel Services

This function, often referred to as school personnel function, involves the selection and placement of staff, staff motivation, development and evaluation. In the words of Aderounmu and Ehiamentalor (1995), it is the establishment and maintenance of school climate. This function demands that the principal be concerned with the professional and personal problems of his staff in order to guide against negative spillover effects. The principal must realize that the success of the school programme and that of the overall education goal depends on the quality, dedication and performance of available staff.

C). Student Services

The students are at the center of the educational process. Therefore all the activities that go on in the school are aimed at developing their total personality to the fullest. This demands that the principal implements good instructional programmes and provide opportunities for students to develop responsible attitudes and acquire good moral training that will prepare them for their future lives (Ozigi, 2002). The principal shows considerable concern for students, look into their teaching and learning situation, provide opportunities for their character development, endeavour to

understand and solve their personal problems, and cater for their well-being and happiness. Besides, the principal should have cumulative records for all the students and also develop a method of reporting to the parents the progress of their wards in school. Pupil services may be categorized into admission and classification, guidance and counseling, social and recreational activities and the maintenance of school discipline (Jimoh, 2006).

D). Financial and Physical Resource Management

This function often referred to, as School business administration is another important function of the school principal. Although the responsibility of providing appropriate material and financial resources to public schools in Nigeria is on government, yet the effective use of these resources for the accomplishment of the educational purpose rest on the school principal. School buildings, equipment and supplies cost a great deal of money. Therefore, they should be adequately maintained and cared for. The storage and distribution of school supplies and equipment must be given adequate attention. The principal must have a sound system of accountability for school supplies and school records must be kept and preserved (Ehiametalor, 1995).

As the Chief Accounting Officer of the school, the principal ensures that a good accounting system based on sound accounting principles is maintained in all his financial transactions. He works with the bursar to draw up the budget for the school. If he is involved in any type of revenue collection like school fees, examination levies, PTA levies etc., he ensures that receipts are issued for such monies collected and

records of all items of expenditure. Although this schedule is that of the bursar, the principal has to supervise all financial transactions of the school.

E). School Community Relations

The school as an institution is a social system designed to serve the need of the society. No school can operate in a social vacuum, outside the society, it is designed to serve. The school derives its existence and sustenance from the community that supplies the input used in the school. The school in turn process and refines the input which it sends back as output to the community to develop and advance it for the betterment of the larger society. This dependence on the community makes it difficult for the school to function effectively without the support of the community. Based on this symbiotic relationship, the school principal according to Jimoh (2006) should on regular basis, liaise with the community to acquaint it with the school vision, values and programmes in order to enlist its support. School community relation is the reaching out of the school administrator to the various publics that make up the school system. The school principal has a dual responsibility, one to the general public and the other to the internal operation of his organization. This means that school community relations starts from the relationship with staff and students spread outwards to parents and then to the wider public which the school serves. As a manager, the principal should recognize, strengthen and use this bond in a way that will enhance the realization of the school goals (Ozigi, 2002).

More also, Nikam (2010:24) identified the various functions of educational management to include the following:

- i. It ensures that sound policies, goals and objectives are formulated in a given school and that methods are determined for the achievement of these objectives.
- ii. It ensures that necessary resources are procured for the achievement of the objectives.
- iii. It organizes and coordinates the activities of the school with the aim of achieving objectives of the school with maximum efficiency and effectiveness.
- iv. To influence and stimulate the human resources available.
- v. To integrate the school and its activities into the set-up of the society.
- vi. To evaluate the school activities in accordance with plans made.

Theoretical Framework

This research work is based on systems theory as advocated for by Karl Ludwig Von Bertalanffy (1950) and Assessment theory as advocated by Donald Kirkpatrick (2006). A theory is a fact based framework for describing a phenomenon. It is based upon a hypothesis and backed by evidence. Theories present a concept or ideas that are testable. Learning theories are elaborate hypotheses that describes how exactly this procedure occurs. According to Wikipedia the free Encyclopedia (2008), learning theories have two chief values namely: providing us with vocabulary and conceptual framework for interpreting the examples of learning that we observe. The other value suggests where to look for solution to practical problems. The theories do not give us

solution but they do direct our attention to those variables that are crucial in finding solutions (Nweke, 2013). For the purpose of this work, the Systems theory which is significant to this study will be discussed.

Systems Theory

Karl Ludwig Von Bertalanffy was an Austrian- born biologist known to be the founder and chief proponents of the systems theory and it was propounded in the year 1950. The system theory was developed in an attempt to provide alternatives to conventional models of organization. System theory defined new foundations and developments as a generalized theory of systems with applications to numerous areas of study, emphasizing holism over reductionism, and organism over mechanism. Foundational to system theory are the inter-relationships between elements which all together form the whole. The systems' theory considers the school as a set of distinguishable but interrelated and interdependent parts operating in a logical manner or sequence in order to achieve a goal. A system is an organized, unitary whole composed of two or more interdependent parts (sub-system). The theory argues that a system must be viewed as a whole where changes in one part of the system affect the other parts and the entire system. It argues that the whole is not just a sum total of the sub-systems, but a holistic representation of the characteristics, what the whole can do, the sub-system cannot.

The systems theory provides a unified focus to organizational efforts. School managers are alerted against analyzing educational problems in isolation, but

encouraged to develop the ability for integrated thinking. The basic stand of systems theory is that as sub-systems are integrated as a whole and interrelated with each other, the position and function of each sub-system can be analyzed only in relation to other sub-systems and to the organization as a whole rather than in isolation. Furthermore, an organization is not only an open system but it is a dynamic system. It perceives opportunities or threats from the outer environment and reacts appropriately towards the same. According to Griffiths (1964), a system may be open or closed, an open system is related to and exchanges matter with its environment, while a closed system is not related to and does not exchange matter with its environment.

To translate the systems' theory in the educational system and in the context of quality assurance, Mishra (2006) posited that the educational institutions exhibit the behaviour of an open system which has an environment that input some form of energy to the system, which undergoes transformation to give some outputs into the environment. This implies that the educational institutions (university institutions in particular) have an input sub-system, a transformation sub-system and an output system. It is worthy of note that educational management programme is one of the programmes running in the university and therefore can be classified as a subsystem of the university. Therefore, for university education to attain the requirements or its set goals, quality has to be maintained at the various sub-systems that make up the educational system, starting from the educational; inputs, process, content and output.

The schematic diagram below depicts the systems theory as it applies to educational institutions:

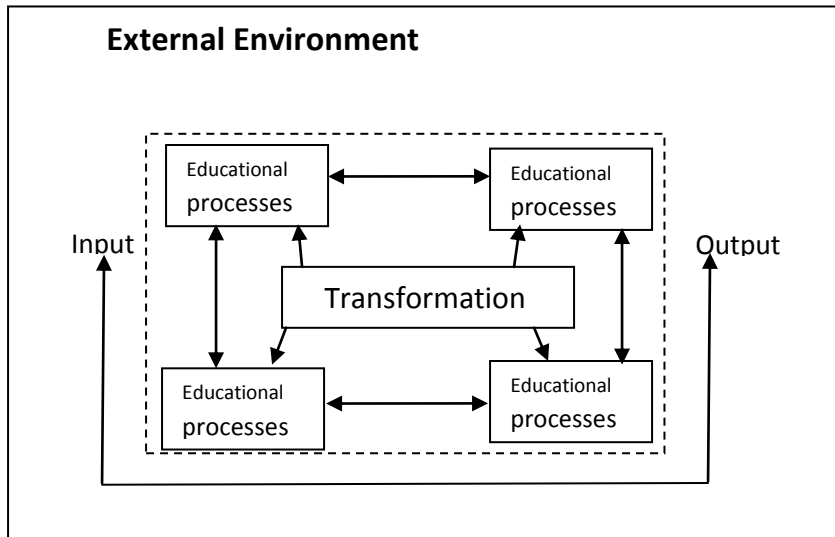


Fig.1 Systems theory: Adapted from Mishra (2006)

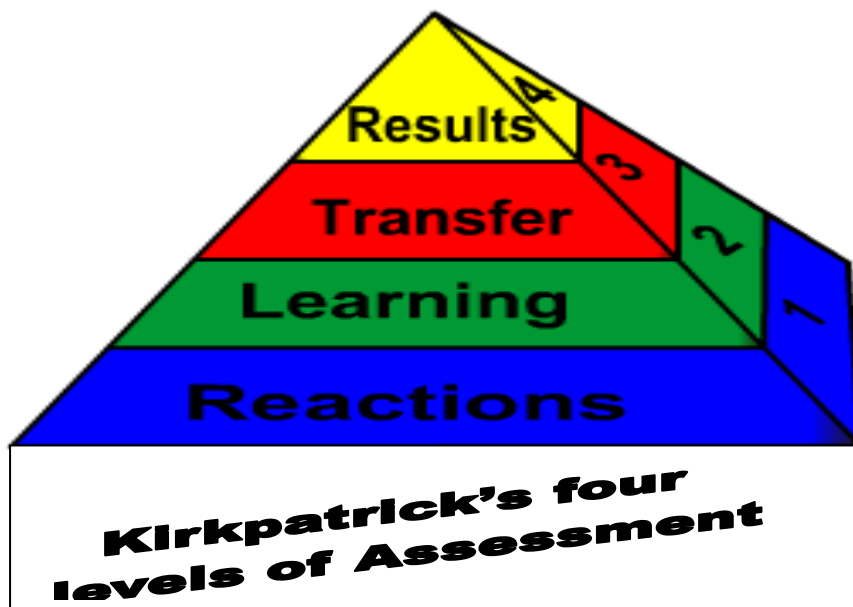
From the diagram, the inputs to the system are; human resources (students, teachers, education managers, supervisors and Inspectors, administrators among others), physical resources in terms of infrastructure and financial resources. Then the educational process and activities related to the curriculum, management and support mechanisms form the transformation sub-system and the outputs in the system are employable graduates, growth in knowledge through research publications, economic developments among others.

This study will hinge on systems theory because is in relation to maintaining quality assurance in the university education. Systems theory comes into play in this study because according to the theory, the quality of any of the sub-systems will invariably affect the other sub-systems and the entire system as a whole as they are interrelated and interdependent. The university system obviously is made up of

systems which are interrelated and interdependent such that what happens to any part of the system invariably affects the other. To buttress this, Ogbodo (2012) posited that the input of the educational industry determines the quality of output of the system. Similarly, Adebayo, Oyenike and Adesoji (2009) maintained that quality in education is measured in terms of quality of input resources, quality of content, quality of process and the quality of output. Thus quality assurance has to start right from the employment process of adequate academic staff into the universities and the transformation process that will lead to the end products (graduates).

Assessment Theory

Assessing training effectiveness is critical. Donald Kirkpatrick (2006) developed a four-level model of assessment (Figure 2).



- 1 - Reactions: Measures how participants have reacted to the training.
- 2 - Learning: Measures what participants have learned from the training.
- 3 - Behavior: Measures whether what was learned is being applied on the job.

4 - Results: Measures whether the application of training is achieving results.

Each successive level of assessment builds upon the assessment of the previous level.

Each successive level of assessment adds precision to the measure of effectiveness but requires more time consuming analysis and increased costs.

Level 1 Assessment - Reactions

This level measures how participants in a training program react to the training. Every program should at least be evaluated at this level to answer questions regarding the learners' perceptions and improve training. This level gains knowledge about whether the participants liked the training and if it was relevant to their work. Negative reactions reduce the possibility of learning.

Assessment tools:

- Program evaluation sheets
- Face-to-face interviews
- Participant comments throughout the training
- Ability of the course to maintain interest
- Amount and appropriateness of interactive exercises
- Ease of navigation in Web-based and computer-based training
- Participants' perceived value and transferability to the workplace

This type of assessment is inexpensive and easy to administer using interaction with the participants, paper forms and online forms.

Level 2 Assessment - Learning

Level 2 assessment are conducted before training (pre-test) and after training (post-test) to assess the amount of learning that has occurred due to a training program (Figure 3).

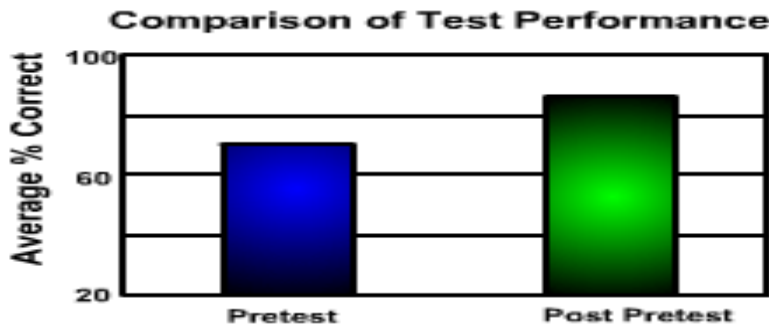


Figure 3 - Level 2 Assessment Showing Results of Pretest and Post Test

Level 2 assessment assess the extent learners have advanced in knowledge, skills or attitude. Level 2 assessment methods range from self-assessment to team assessment to informal to formal assessment.

Assessment tools:

- Individual pre- and post-training tests for comparisons
- Assessment of action based learning such as work-based projects and role-plays
- Observations and feedback by peers, managers and instructors

Level 3 Assessment - Transfer

Assessment at this level attempt to answer the question of whether the training has been transferred back to the job. This assessment is typically performed three to six months after training. The evaluator would ask questions such as "Are the newly

acquired knowledge, skills or attitude being used in the environment of the learner"? This assessment represents the truest assessment of a program's effectiveness but is costly. It is often impossible to predict when changes in behavior will occur. Careful planning decisions are needed for this level of evaluation in terms of when to evaluate, how to evaluate and how often to evaluate.

Assessment questions:

- Did the trainees put their learning into effect when back on the job?
- Were the relevant skills and knowledge used
- Was there noticeable and measurable change in the activity and performance of the trainees when back in their roles?
- Was the change in behavior and new level of knowledge sustained?
- Would the trainee be able to transfer their learning to another person?
- Is the trainee aware of their change in behavior, knowledge, skill level?
- Did the representative open each telephone customer dialog using his or her name and department?
- Was the representative able to describe to you and categorize the customer's objections as either misinformation or valid?
- Did the representative use the appropriate model answer in response to each objection?
- Did the representative close each sales call with a request for purchase?
- If the prospect did not make a purchase, did the representative end the call with specific future action steps?

- Did the representative complete call history records that include summaries of who, what, where, when, and why?

Assessment tools:

- Individual pre- and post-training tests or surveys
- Face-to-face interviews
- Observations and feedback from others
- Focus groups to gather information and share knowledge

Level 4 Assessment - Results

This assessment measures the success of the training program in terms that executives and managers can understand such as increased production, increased sales, decreased costs, improved quality, reduced frequency of accidents, higher profits or return on investment, positive changes in management style or in general behavior, increase in engagement levels of direct reports and favorable feedback from customers, peers and subordinates. For example, after training in April 2005, the sales continued to increase throughout 2005 (Figure 4).

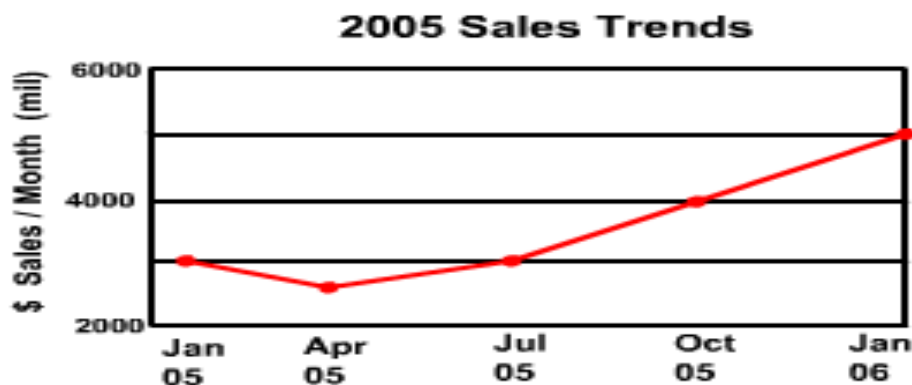


Figure 4 - Level 4 Assessment Showing Increase in Sales.

However, Level 4 assessment is difficult to measure and correlate with training. For example, the increase in sales could be attributed to several factors such as training and product promotions.

Evaluations:

- **Quality training.** Measure a reduction in number of defects.
- **Safety training.** Measure reduction in number or severity of accidents.
- **Sales training.** Measure change in customer retention, sales volume, and profitability on each sale after the training program has been implemented.
- **Management training.** Measure increase in engagement levels of direct-reports.
- **Technical training.** Measure reduction in time to complete tasks, forms and reports; reduced calls to the help desk; or improved use of software or systems.
- **Other:** Measure changes in staff turnover, number of complaints, growth, attrition, wastage, failures, non-compliance, quality ratings, achievement of standards and accreditations and customer retention.

IMPLICATION

Donald Kirkpatrick's Four Levels of Assessment (Kirkpatrick, 2006) allows assessment teams to view training impact through a prism that gives structure and soundness to the journey. This tested framework is simple yet adaptable to a variety of settings, including those in developing countries. The assessment "hierarchy" – with

the individual at the base and the institution at the top – supplies a tool to begin the search for impact from training and allows for add-ons and adaptations along the way. The Kirkpatrick methodology easily guides the development of a concise and targeted survey instrument by enabling the designers to aim questions at four levels.

1. **Reaction** - the trainee's impression of the program; the level of satisfaction with the course, trainer, pace of instruction, content and materials
2. **Learning** - the acquisition of Knowledge, Skills and Attitudes (KSA) from the training
3. **Application** - the performance of the trainee on the job following the application of KSA
4. **Results** - changes that the trainee's performance brought to the organization

Data gathered at **Level One (Reaction)** tells us the minimum amount of information needed to assess a training program. If the trainees judged the program “very satisfying,” we can safely eliminate an important obstacle to obtaining results from training: displeasure with the training received.

If the trainees were satisfied with the program, did they learn anything? A **Level Two (Learning)** inquiry helps determine whether skills and/or knowledge were acquired, and/or whether attitudes changed during the training program. Without this transfer, impact cannot occur. If the transfer is noted, then a performance change *could* occur if KSA were applied in the workplace.

The *Level Three (Application)* question asks that if skills were acquired during training, were they subsequently used (applied) in the workplace? Without application, human performance change is hypothetical and KSA remain within the individual. Training is limited to a “feel-good experience” that does not lead to institutional impact, but might appear useful to the participant.

The *Level Four (Results)* question seeks to determine whether any performance changes at the organizational level resulted from the application of skills in the workplace. Although Results is the highest evaluation level, it is infrequently documented in institutional assessments or evaluations.

Summary

A trainee is satisfied with the "learning environment" or program (Level 1), learns something new and presumably useful (Level 2), and returns to the workplace to apply what was learned (Level 3). After a lapse of time, the institution increases its output as a result of the trainee's application of what was learned (Level 4). The implication of Kirkpatrick's theory of assessment to quality assurance in educational management programme in universities cannot be overemphasized. The essence of quality assurance is to ensure that the outcomes of the school system (graduates) are well equipped to serve the purpose for which they have been trained. Formative assessment does not only energize students towards better academic performance but also increases teachers' satisfaction.

Theoretical Studies:

Quality Assurance in Educational Management

Quality assurance has to do with a planned and systematic set of activities to ensure that the requirements are clearly established and the defined process complies with their requirement. An analysis of the above definition shows that quality assurance provides a framework for quality control and quality improvement. It also supports teams of employees with systems, resources or and discretion appropriate to their unique contribution to the organization to keep them in tune with progress of quality management and improvement.

Quality assurance in educational issues has become dominant mainstream trends for some time; regulatory requirements relating to it has been incrementally embedded into policies at 'macro' (global level), 'meso' (national level) and 'micro' (institutional level) (Mishra, 2006). Quality assurance in finding out whether what is being done is right and what needs to be changed to ensure that the services provided meet users' needs and expectations. There is therefore quality assurance problem in educational management when the recipient cannot justify their attainment. Uvah (2005) defined quality assurance as the level of achievement or standard against which to pass judgment. It is the process of determining quality and it is defined as both fitness for purpose and fitness of purpose. Odejide (2007) explained that while fitness for purpose concerns education missions, fitness of purpose relates to education capacity to satisfy national goals. In this context, quality assurance deals with the totality of education

activities and processes; input and output, including the assessment of facilities, resources and capacity development.

Quality assurance in educational management boards on the qualitative and quantitative perspective of teachers in educational management programme. Teachers are regarded as key factors in the operation and for the success of educational programme. The nation's performance in education sector over the decades is below expectations. Federal Republic of Nigeria (2004) maintains that no nation can rise above the quality of its educational system. This means that the quality and quantity of education in the whole system rotate around the quality of teachers which link to the overall development of the nation. The provision of qualitative and quantitative educational management teachers depends on existing teacher training programmes, which is challenged by the rapidly growing demand for education. It is no gain saying that quality of teachers and excellence in teaching is the congruence of clearly conceived, designed, implemented and faithfully operated teacher education (Okoye, 1996). Thus, quality assurance in educational management is synonymous to the development in the society which is determined by the quality and quantity of the teachers which of course depends on the understanding of what the profession is all about. The basic characteristic of a profession as Muhammad and Luku (2011:34) noted include:

- i. Sustainable body of knowledge which the professional needs to acquire
- ii. A lengthy period of training before joining the profession

iii. Self governed and publicly accountable

The need for quality assurance in educational management according to Obeka, Peter and Isaiah (2013) cannot be overemphasized because:

- a. It serves as indispensable component of quality control strategy in educational management
- b. It ensures and maintain high standard of educational management at all levels
- c. It assists in monitoring and supervision of educational management
- d. It determines the quality of the teacher input
- e. It determines the number of classrooms needed based on the average class size to ensure quality control in educational management
- f. It determines the level of adequacy of the facilities available for quality control in educational management
- g. It ensures that the financial resources available are prudently and judiciously utilized.

Quality Assurance Mechanisms

Quality assurance can be seen as all the attitudes, objectives, actions and procedures that through their existence and use, and together with quality control activities, to ensure appropriate academic standards are being maintained and enhanced in and by each programme. It therefore demands that appropriate framework and strategies for its realization be properly laid down and faithfully implemented. Adegbesan (2011) asserted that the strategies that would ensure quality assurance in

educational management are such like monitoring, evaluation, supervision, inspection and quality control. Quality control according to the author is one strategy that can be used in establishing quality assurance in the interior education system at all levels. For it to be successfully carried out, there is need to examine the qualification of teachers, teachers by gender, the adequacy of the curriculum, availability of equipment in the required number as well as the proper use of the process involved in the various skill to ensure that the finished products are of high standard.

National University Commission (2012) identified the following mechanisms for quality assurance in Nigerian educational system to salvage the deplorable situation. They are: moderation of examination, in-service professional development given to career academics, proper funding of education, supervision and inspection, mentoring and monitoring, mock accreditation exercise, regular evaluation of the system among others. These mechanisms, already existing in schools, are contained under the criteria for accrediting a degree programme, as a policy, in section 8.0 of the National University Commission (NUC)'s manual of accreditation procedures for academic programmes in Nigerian Universities. Discussion will be centered only on the mechanisms contained in the scope of the study.

Moderation of Examinations: Quality assurance in educational management requires that every aspect of the programme should be equal to the minimum standard to enable the graduates of the programme meet the demand of the job market. This is because quality assurance ensures that the stated and established standards of

performance in a system are attained. It is the management of teachers, students, resources, school environment as well as teaching and learning activities so as to ensure that quality is maintained at every stage and that the students who emerge from the entire process conform to national norms both in terms of academic achievement, moral development and social skill (Abolade, 2011). It is the maintenance of high level of efficiency and effectiveness in the determination and attainment of goals for educational programme.

Moderation of examination will help to ensure that institutions do not go below the required minimum standard. In the minimum Standard of National University Commission (NUC), it is one of the basic requirements for quality assurance in educational programme of universities. Odo (2010) noted that moderation of examination is one of the requirements and this aspect is well implemented and should be suitable for enhancing quality of graduates from the school system. According to Oyebade, Oladipo and Adetoro (2008) internal and external moderation of marking scheme, results, lesson note, course content and answer scripts should also be a major strategy of ensuring quality assurance in the academic system. This will keep the assessment within the acceptable standard. Others similar to this are such criteria like internal and external peer review of learning materials, course evaluation, specifying how programme delivery will be managed including who is accountable for doing what.

The external examiner system gave legitimacy and credibility to examination results. In many institutions, external examiners are given substantial power over final marks, and lend credibility and legitimacy to final grade in the eyes of the students, the institution and public. Although the external examination system continued to provide a level of quality assurance well beyond the end of colonial era, it began to weaken in the 1990s (Ezeani and Eze, 2013).

Abelega (2010) agreed that a major consideration in any quality assurance process in education, the world over, is the issue of parity. Parity in educational programme is essential because stakeholders in the educational enterprise wish to be assured that a given level of education under one setting is the same as that which is undertaken in another setting provided it is the same level of education. One of the way the NUC is able to achieve this is to institute a veritable external examination system (Abelega, 2010). Under the arrangement, experienced and professionally qualified senior academic staff a particular institution is made to moderate examination of another awarding institution. Thereafter, reports on the moderated papers are sent to the commission and the respective institutions, which guide decisions about quality and certification of the affected institution.

Akamobi (2005) in his study observed that most university programmes, during the accreditation exercise, engage in various measures that ensue quality/standard of the programme like; moderation of question papers, results, marking schemes; provision of adequate fund, infrastructure, academic staff; proper documentation of

departmental programmes/manuals, and so on. Immediately after the exercise, some abandon these measures thereby bringing about fallen standard of the entire system. A study of this nature is imperative because if the objectives of educational management programme are to be achieved, quality assurance mechanisms must be properly implemented.

In-Service Professional Development Programme for Career Academics: No educational system can grow above the level of its teachers. Academic excellence begins with high quality faculty. Achieving quality output through curriculum implementation demands that teachers should update their knowledge to be resourceful. When teachers attend seminars, workshops and conferences, their efficiency and productivity is enhance. In the same vein, when teachers have opportunity to run developmental programmes in relevant fields, they are empowered for effective delivery.

Professional development encompasses all types of facilitated learning opportunities including credential such as academic degrees to formal course work, conferences and informal learning opportunities situated in practice. In a broad sense, it may include formal types of vocational education, typically post-secondary or polytechnic training leading to qualification or credential required to obtain or retain employment. Professional development may also come in the form of pre in-service or in-service professional development programmes, which covers the in-service training

well promoted in recent times. These programmes may be formal or informal, group or individualized.

Professional development opportunities can range from a single workshop to a semester-long academic course, to services offered by different professional development providers and varying widely with respect to the philosophy, content and format of the learning experiences. Some examples of approaches to professional development include:

- **Case Study Method:** the case method is a teaching approach that consists in presenting the learners with a case, putting them in a role of a decision maker facing a problem.
- **Consultation:** to assist an individual or group of individuals to clarify and address immediate concerns by following a systematic problem solving process.
- **Coaching:** to enhance a person's competencies in a specific skill area by providing a process of observation, reflection and action.
- **Communities of Practice:** to improve professional practice by engaging in shared inquiry and learning with people who have a common goal.
- **Lesson Study:** to solve practical dilemmas related to intervention or instruction through participation with other professionals in systematically examining practice.
- **Mentoring:** to provide an individual's awareness and refinement of his or her own professional development by providing and recommending structured opportunities for reflection and observation.

- Reflective Supervision: to support, develop and ultimately evaluate the performance of employees through a process of inquiry that encourages their understanding and articulation of the rationale for their own practices.
- Technical Assistance: to assist individuals and their organization to improve by offering resources and information supporting networking and change efforts.

Professional development is a broad term, encompassing a range of people, interests and approaches. Those who engage in professional development share a common purpose of enhancing their ability to do their work. At the heart of professional development is the individual's interest in lifelong learning and increasing their own skills and knowledge. According to Abelega (2010), to ensure continued relevance of university graduates, National University Commissions (NUC) organizes regular train-the-trainer workshops for academic staff in universities. The scope and spectrum of the workshops vary. However, such workshops provide relevant in-service need of lecturers in their respective specialized areas as well as in methodology (Aeelga, 2010).

Desko (2002) defined a career academic/teacher as a person that imparts knowledge to people, teaches them how to read and write and explains how problems are solved. A teacher guides the students and advices them about different matters in relation to their studies and life.

Leigh (2007) noted that teachers' quality means the ability of a teacher to raise students' performance on tests as well as skills, and also work well with other teachers

and school administrators for the purpose of raising the performance of the students. Based on the above, Amoor (2010) postulated that it is pertinent to say that teachers' quality entails effective and excellent teaching that improves students learning and satisfaction. The author maintained that it also ensures that learners possess adequate knowledge, skills and competencies that are appropriate for their areas of responsibility that would meet the needs of the labour force.

Even though teacher effectiveness and efficiency have been mentioned severally in meetings and discussions, its importance requires that more detailed discussion be carried out on it. A teacher cannot teach what he/she does not know. Therefore, in the discourse of quality assurance in educational management, it should start with the quality of the teachers who are supposed to implement the school programme. Much as the teacher is discussed, the quality of the students who are supposed to undergo the training will be affected. The current advancement in technology requires that teachers be given the opportunities to be trained and retrained regularly to make them to be abreast of the advancement in technology.

The emphasis on teacher effectiveness for the promotion of quality assurance in educational management is as a result of the fact that the quality of the teacher determines the standard to be achieved. Kanu (2008) explained that the role of the educational management teacher is to make sure that he/she has all the qualities and competencies needed in his area of specialization. When this is done, the teacher may

not be indicted with the argument of all fail in the standard of education (Ibe and Nwosu, 2013).

Qiang and Shiyan, (2007) lamented that it is a well known fact that most of the higher institutions that offers educational management programme suffer from shortage of teachers. Some of the teachers available are few and cannot effectively impart the desired knowledge, skills and competence on the students. According to Amoor (2010), this is responsible for the university educational management graduates not having adequate knowledge, skills and competence to meet the standards of labour market. Also the excessive workload of teaching and supervision of students' projects that rest on the few teachers available reduce their effectiveness in teaching. Qiang and Shiyan (2007) observed that teachers in educational management are always too busy because they have many students to evaluate and supervise; more than ten students. This inevitably affects the quality of teaching in educational management (Amoor 2010).

Mechanism for updating the competence of teachers in education, particularly in educational management should be formulated and adhered to since the development of a competent, skilled workforce is recognized as vital in the quality assurance system. Nobody can give that he does not have, therefore institution running educational management programme is only as good as the quality of its teaching staff. Nwaiwu, Dikeocha and Opara (2013) suggested that teaching personnel of educational management programme should be retrained from time to time in order to meet the

challenge of modern day. Since educational management is a skill oriented professions, it should also update its teaching personnel with modern technologies so that they can be in a good position to train others well. They recommended that this should be as often as possible because the world is now a very dynamic place. In support of that, Onyesom, Egbule and Okwuokenye (2012) noted that teachers' improvement remains cardinal and pivotal in the success of educational management programme. They added that education managers should be acquainted with the present issues of technological advancement.

Mock Accreditation Exercise: Accreditation according to Ukoha (2007) is simply the process whereby a professional group judges an educational programme against a set of consensual derived norms, usually referred to us standard. The author noted further that accreditation is a self-regulatory process through which professional organization or government agencies recognizes educational institutions or programmes that had been found to meet or exceed standard and criteria for educational quality. It is an evaluation exercise whereby government appointed professionals are sent to institutions to determine whether a course or institution meet previously stated minimum standard of excellence. The aim is to ensure public confidence in the institution and training they offer. It is a fact finding mission (Okonkwo, 2010).

Accreditation is an evaluation of whether an institution or programme meets a threshold standard and qualifies for a certain status (Kis, 2005). The focus of accreditation is comprehensive, examining the mission, resources and procedures of a

program (Dill, 2003). Most accreditation exercises strengthened institutions as this enable the institutions authority to put the necessary human and material resources on ground. Accreditation is often carried out every five years in the universities. There is always a benchmark for every academic programme and as such this forms the standard/quality of the department or institution.

Ukoha and Ahia (2004) discovered that accreditation in three Federal universities where they carried out a research did not result to improvement in teaching and learning facilities, personnel and administration of department, which is internationally, recognized indicators of quality in teacher education programme. The same study found that, institutions do subtly pressurize the accreditation team through monetary gratification and gift exchange for favourable report on their programmes. Some institutions hire equipment, personnel, just for the purpose of gaining accreditation to a programme they would otherwise not have qualified. Such sharp practices portend danger to quality. Realizing the problem with the accreditation model that is in practice, Isyaku, in Aleyideino (1996) observed that since major accreditation requirement is according to current practice as prescribed by regulatory commission, the main problem would appear to be that of assessing the degree of which institution conform "to the guidelines laid down by the nation through such commission.

Mock accreditation exercise in this context is seen as internal measure for evaluating the academic programme within the school level. Unlike the general/main

accreditation that is external and comes up every 5-year, this type is internal, carried out by the institution and takes place on a yearly basis in preparation for the forthcoming general/main accreditation, as suggested by NUC. It looks at; specification of admission requirement, compulsory exposure of students to teaching practice and practicum, clearly stated philosophy and objectives, supervision of guideline for mounting a programme etc.

Infrastructural Facilities: To teach educational management, there must be adequate provision of infrastructures and facilities in terms of space, building, workshops, laboratory, library, instructional materials and equipment to ensure quality teaching and learning. The training environment should look like the work environment. Teaching with real materials and real situation can help to encourage the students to learn and enhance quality. According to Akamobi, (2005:14), there is a limit to improvisation; teaching with real material will go a long way to influence quality teaching, because it performs the following functions:

- Enables that teacher to provide a variety of learning experiences for students thereby adding interest to instructional programme and thus increasing effectiveness
- They help speed up the learning process and make it more pleasant for the students
- They prevent pooling of ignorance
- They help students to participate in their own learning

- The use of adequate training facilities, real materials and good training environment will arouse the interest of the students.

Maduewesi (2008) writing on management of school infrastructures and facilities noted that usually scant respect and attention are accorded government property in Nigeria. The author calls on parents and communities to take active vocal participatory interest in providing and managing resources towards supporting the education of their children. Omeje (2008) noted that, the facilities and resources in our colleges of education and universities are in poor state, grossly inadequate to meet and sustain the required standard. He maintained that among such facilities are laboratories sports complex and recreational facilities.

The dilapidated and out of fashion nature of some of the few existing structures are problems affecting the quality of education in schools and colleges. The health hazards which the users of these dilapidated and outdated structures face are serious issues. There is lack of proper ventilation, and lighting the learners are exposed to all kinds of unfavorable weather condition because of lack of good and spacious accommodation. The above situation distracts students' attention and makes learning difficult. Anioke (2005) writing on classroom management, regretted that facilities and structures for effective teaching and learning are most often not given the attention they deserve. In a similar view, Uzodimma (2008) pointed out that, Nigeria higher institutions are plagued by a peculiar problem of poor infrastructure such as inadequate lecture halls, office space, laboratories and libraries.

The mandatory infrastructural needs for university programme according to NUC (2007) include; lecture halls, private study halls, laboratories and library. The minimum standard specification indicates that there should be enough buildings, classrooms, tables, seats and libraries. The libraries should be well departmentalized for faster usage while laboratories should be well equipped and reserved for experimental works.

According to Anioke (2010), the much attention given by both teachers and students over infrastructural facilities has shown the deep relationship between their performance level and the available facilities. There is no doubt over the kind of participatory management by both teachers and learners over maintaining these infrastructures. Hardly is the laiser faire attitude of our time witnessed in the management of such facilities. The above attitude and behavioral pattern has a lot to speak on the way infrastructural provision can enhance quality attainment. Educational management being a skill rooted course needs to be taught in a replica environment. Just like all office work is carried out in a will made structure (building), the teaching and learning should be done in a modeled building.

Good classrooms/laboratory space with necessary comfort to the learner motivates them to learn faster, and it does not end that way the good habit developed will produce recurring positive action. Besides classrooms, Anioke (2010) noted that relaxation/waiting room and the laboratory system helps project the image of the programme before the callers to such organization. According to Okpuzor (2013)

Quality education equips those who acquire it, or benefits/grow from it to actually identify with the aspirations, needs, and set goals of the society. Adequate infrastructure provision helps the learners develop the actual knowledge and skill required for enhancing social, moral and economic values. Recognitions must be given to the hazards of using the various laboratories and workshops. The right attitude must be developed so as to save life, which if lost in training will mean a denial of the contribution of such a person to the society.

Educational management is a 'self propagatory' discipline and it focuses on what it can offer to the practitioner as well as the wider society. Quality attainment through proper training is essential. Through adequate infrastructure, the health balance is maintained. The good health situation helps in increase of output and efficient productivity. The learners when exposed to the real working conditions while in training will from beginning get used to the expectations and demands of the world of work. The outcome of the value loaded knowledge is quality output.

Empirical Studies

This section discusses five previous empirical studies related to the subject matter of the present study. They include the following:

- a) Funding of Educational Administration programme for quality assurance.
- b) Academic staff perception of quality assurance measures in Nigerian public universities.
- c) Analysis of quality assurance in business education.
- d) Quality assurance as imperative for producing quality accounting teacher.

- e) Extent of adoptability of National Commission for Colleges of Education's strategies for quality assurance.

Olufunwa, Waziri and Olorunmolu (2014) carried out a study on funding of Educational Administration programme for quality assurance in universities in Kaduna State. The purpose of the study was to determine the funding of educational administration programme as an instrument for quality assurance in educational administration programme in universities in Kaduna State. The population involved in this study consisted of 30 educational administrators and 60 educational administration students from two universities in Kaduna State. Three research questions guided the study. The instrument was face validated by three experts from the field of educational administration. The statistical method used for data analysis was mean and standard deviation with respect to the three research questions used while the hypotheses were tested using t-test statistical tool. The study revealed that there is the need for funding of educational administration programme for quality assurance and one of the major reasons for poor funding was as a result of merging educational administration programme with general education. Recommendations were made among which are diversified sources of generating revenue should be adopted to complement government efforts and management of educational administration programme should be separate from other forms of education to enhance quality assurance on the programme.

The study of Olufunwa, Waziri and Olorunmolu (2014) is related to the present study because both studies are concerned with quality assurance in educational

administration/management programme in universities. However, the two studies differ on the basis of the population and location. Since Olufunwa, Waziri and Olorunmolu focused on funding of educational administration programme, where educational administration lecturers and students were used for the study and it was carried out in Kaduna State. The focus of the present study is on comparative assessment of the implementation of quality assurance mechanisms in educational management programme of federal and state universities in South-East, Nigeria. The present study has wider geographical coverage than Olufunwa, Waziri and Olorunmolu (2014), as it sees the universities as a unit of study.

Awe and Ajadi (2010) conducted a study on Academic staff perception of quality assurance measures in Nigerian public universities in the south west geopolitical zone of Nigeria. The study adopted a descriptive survey research design. The sample of the study consisted of 600 academic staff. The study also was guided by two research questions. The instrument used for data collection was a questionnaire. The findings of the study revealed among others that the academic staff perceived that there were quality assurance measures for academic programmes in south west Nigerian universities in the areas of admission requirements, funding, physical facilities, quality of academic staff, quality of academic programmes, among others; the study also revealed that the perception of academic staff was poor in most of the quality assurance they considered, thus deficiencies in some of the quality assurance measures. This study is related to the present study as it was carried out within the context of quality assurance in the university system and adopted the same method.

However they differ in context and geographical scope as it investigated on perception of academic staff on quality assurance in Nigeria public universities in the south west geopolitical zone of Nigeria without concentrating on a particular area of study. The present study focused on comparative assessment of the implementation of quality assurance mechanisms in educational management programme of federal and state universities in South-East, Nigeria with special emphasis on educational management programme.

Chibuikwe (2013) carried out a study on analysis of quality assurance in business education: The perception of business teachers in Enugu State Junior Secondary Schools. The purpose of the study was to determine the criteria for measuring quality assurance in business education in Enugu State Junior Secondary Schools and the instruments to assure quality business education in schools. The population of the study consisted of all the business teachers at the junior secondary schools in Enugu State. From the entire population, a sample of 185 business teachers was purposely selected for the study. Two research questions and two hypotheses guided the study. Mean statistic and standard deviation were used to analyze the research questions while t-test was used to test the hypotheses. The findings of the study revealed that the criteria for measuring quality assurance in business education include market demand for business education graduates, research and publications, status of business education curriculum and syllabus and so on. Recommendation were made that, business educators must have adequate academic qualifications to assure quality in

business education, and that business education curriculum must be designed to meet international standard and the requirement for the world of work.

The study carried out by Chibuike (2013) is partly related to the present study because the two studies were concerned about quality assurance in education programme, although in different specialization. Though Chibuike (2013) used mean scores to analyze the research questions which the present study will utilize, the difference in the two studies lies on the fact that, Chibuike (2013) used the junior secondary school level while the present study is entirely based on universities educational management programme in South-East States. Another area in which the two studies differ is that Chibuike (2013) was concerned about the curriculum and research publications as instruments for measuring the quality assurance in business education programme but the present study is designed to find out the extent of implementation of; moderation of examination, in-service professional development programme, internal accreditation exercise, and infrastructural facilities as quality assurance mechanisms in educational management programme of federal and state universities in south-east, Nigeria.

Ido and Usoro (2013) carried out a study on quality assurance as imperative for producing quality accounting teacher from universities in Niger Delta region of Nigeria. The population of this study comprised all lecturers and students of accounting education in universities in Niger Delta region of Nigeria. They were 2298 in number. The study adopted ex-post-facto research design, while stratified random

sampling technique was used in selecting the respondents. The instrument or data collection which was tagged "Quality Assurance and Quality Accounting Teachers Questionnaire" (QAQATQ) was administered to 231 respondents and used for the study. The instrument was vetted by expert in test and measurement before the reliability test was conducted with 40 respondents and the result which was 0.75 proved that the instrument was reliable for the study. Data collected were analyzed using Person Product Moment Correlation Analysis. The results of the data analysis were all significant and from the result of the analysis, it was observed that there is significant relationship between quality assurance and effective raining of account education teachers in Niger Delta region of Nigeria. It was also observed that quality assurance contributes significantly to the teaching effectiveness by accounting education teachers in Niger Delta region of Nigeria. The recommendation was that the federal government, management of various universities and other external agencies in Nigeria should not adopt the view and suggestion that quality is fitness for purpose and value for money, as this will not allow other ingredients of quality to be felt. It was also recommended that those in-charge quality assurance programmes should continuously evaluate it for further improvement. Follow-up and feed-back programmes should be devised to reveal the strengths and weaknesses for the purpose of necessary adjustment and improvement.

The study of Ido and Usoro (2013) is closely related to the present study because the two studies are concerned about quality assurance in education although in

different specialization in universities in different region of the country. However the two studies did not adopt the same methodology as Ido and Usoro (2013) used Pearson Product Moment Correlation Analysis for data analysis but the present study will utilize mean scores for research questions and t-test statistic for testing the hypotheses formulated for the study. Again Ido and Usoro utilized ex-post facto research design to carry out their investigation; the present study also used survey research design in carrying out the research. Finally the present study is focused on comparative assessment of the implementation of quality assurance mechanisms in educational management programme of federal and state universities in South-East, Nigeria but Ido and Usoro were concerned about establishing the indispensability of quality assurance in producing accounting teacher from universities in Niger Delta region of Nigeria. In other words, the present study concentrates on another specialization and area of study different from Ido and Usoro (2013).

Odo (2013) carried out a study on the extent of adoptability of National Commission for Colleges of Education's strategies for quality assurance in NCE educational administration programme by college of education in Enugu State. The purpose of the study was to assess the NCCE's strategies adopted by colleges of education in Enugu State for enhancing quality in NCE educational administration programme. Descriptive survey research design was used for the study. The population for the study was the three colleges of education in Enugu State that offer educational administration programme and twenty lecturers that teach educational administration courses in these colleges. The entire population was studied because of the manageable

size. A structured questionnaire was used for data collection. Three experts from Department of Educational Administration, Federal College of Education Aha-amufu validated the instrument. Cronbach Alpha reliability formula for testing the internal consistency of the instrument was employed. Mean statistic was used to analyze the data collected. The study revealed that almost all the strategies for quality assurance in NCE educational administration as contained in the NCCE minimum standard were adopted in these colleges and most of them were not adequately implemented. The study revealed further that almost all the adopted strategies were suitable for quality assurance. Recommendations were made among them was that agencies responsible for quality assurance in NCE educational administration programme should intensify efforts towards ensuring that colleges of education adhere to the standard set by them.

The study of Odo (2013) is related to the present study because both studies dealt with mechanism/strategies for quality assurance in educational administration/management programme. However Odo was concern about the extent to which the strategies recommended by NCCE is adopted and suitable for quality assurance in educational administration programme in colleges of education in Enugu state only. The present study is intended to find out the extent of implementation of quality assurance mechanisms in educational management programme of federal and state universities in South-East, Nigeria which includes Enugu state. Odo used only mean statistic to analyze data but the present study will utilized mean scores to analyze research question and also t-test statistic will be used in testing the hypotheses formulated for this study.

Summary of Review of Related Literature

The review of literature for this study addressed a number of relevant concepts which include the concept of Assessment, mechanism, quality assurance, university education and the concept of educational management programme. In this study, mechanism is a general framework that provides guidance for actions to be taken and at the time, shaped by the actions taken. Objectives of any programme are targets but mechanism provides the way or guidance to these targets. In this study however, the goal is to comparatively assess the extent of implementation of quality assurance in educational management programme of federal and state universities in south-east, Nigeria. Therefore all the methods, procedures and techniques adopted from the opinion of education managers will amount to mechanism for the attainment of the goal.

Quality assurance on the other hand is the managing of all the educational resources and processes to make sure that educational output is kept in a high standard. The management of these resources and processes calls for consistent evaluation and improvements. This can only be meaningful according to Fasasi (2006) when application of its strategy continues till the end of an educational programme without any disruption. Therefore, quality assurance in educational management is the totality of education activities and processes; input and output, including the assessment of facilities, resources for competent development of education managers.

The review of literature for this study explored the systems theory and assessment theory as the theoretical foundation upon which this work is built. The review went further to consider the mechanism for quality assurance in educational management programme at the university level. The review of theoretical studies was present in line with various mechanisms under investigation among which are; moderation of examination, in-service professional development programme for career academics, internal accreditation exercise and infrastructural evaluation. Finally, five related empirical studies were reviewed.

In conclusion, it is observed from similar studies mentioned above, that the issue of quality assurance in education and educational management in particular is crucial for the survival of the nation because the future of any society is a function of what is going on in the school system. To this end, many strategies have been recommended and adopted for quality assurance in educational management in universities. Yet the extent to which some of these strategies/mechanisms are implemented for quality assurance in educational management programme in federal and state universities in South-East, Nigeria has remained empirically unknown. This unsatisfactory state of affairs has created a gap which the present study intends to fill.

CHAPTER THREE

METHOD

This chapter described in detail the procedures which the researcher adopted in carrying out the study. It is presented under the following sub headings: research design, area of the study, population of the study, sample and sampling technique, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

Research Design

This study utilized ex-post factor research design. Nworgu (2015) posited that ex-post factor design is very appropriate where it is not possible for the researcher to directly manipulate the independent variables. He further stated that data are collected after the event or phenomenon under investigation has taken place. The researcher adopted this design for the study as it is aimed at assessing the extent of implementation of quality assurance mechanisms in educational management programme of federal and state universities in South-East Nigeria.

Area of the Study

This study was carried out in South-East geo-political zone of Nigeria. It represents about 9.14 percent of Nigeria's land mass with an area of 84,587m². This is the Igbo speaking region and one of the three major ethnic groups in Nigeria. It comprises the following states: Abia, Anambra, Ebonyi, Enugu and Imo States.

Trading and farming are the major occupations of the south-east people. They are also educationally inclined owing to the large number of tertiary institutions and quality of graduates in the region. The south-east region is strategically located in the eastern part of the country.

Population of the Study

The population of this study comprised the eight (8) Heads of Department of Educational Management programmes from the three Federal and five State universities in South-east Nigeria. The population distribution of the universities is as shown below:

Table 1: Name of Universities in south-east and their ownership

S/N	Name of University	Ownership
1	University of Nigeria, Nsukka (UNN), Enugu State	Federal
2	Nnamdi Azikiwe University, (NAU), Awka, Anambra State	Federal
3	Michael Okpara University, Umudike, Imo State	Federal
4	Abia State University (ABSU), Uturu.	State
5	Enugu State University of Science and Technology (ESUTH), Enugu	State
6	Ebonyi State University (EBSU), Abakiliki.	State
7	Chukwuemeka Odumegwu Ojukwu University (COOU), Uli, Anambra	State
8	Imo State University (IMSU), Owerri	State
	Total	8

Sample and Sampling Technique

The population of the study is small therefore; there was no need for Sampling as the entire population was used for the study.

Instrument for Data Collection

The instrument used to elicit data for this study was a structured Questionnaire titled: "Extent of Implementation of Quality Assurance Mechanisms in Educational Management Questionnaire" (EIQAMEMQ) which was developed by the researcher with insight gained from NUC manual and literature reviewed. It consists of two parts; parts 1 and 2. Part 1 focused on demographic data such as: ownership of university while Part 2 was made up of four sections, A to D, covering the four research questions.

The researcher also adopted observational technique, using the same structured questionnaire to complement the responses of the H.O.Ds on the extent of implementation of mechanism for quality assurance in educational management programme in federal and state universities in South-East Nigeria. The observation covers documents related to three sections of the questionnaire; moderation of examinations, mock accreditation exercise, and availability of infrastructural facilities. Document for in-service professional development was not available to be rated by the researcher, therefore, only response of the HODs was presented and analysed for this section. This is to say that the questionnaire was used in two forms; elicited information from the HODs and guided the researcher during observation technique. Below is the 5 point rating scale that was adopted for the study:

Rating scale for sections A-C is:

Very High Extent	VHE	5 points
High Extent	HE	4 Points
Moderate	M	3 Points
Low Extent	LE	2 Points
Very Low Extent	VLE	1 Points

Rating scale for section D is:

Very Highly Adequate	VHA 5 points
Highly Adequate	HA 4 Points
Adequate	A 3 Points
Little Adequate	LA 2 Points
Very Little Adequate	VLA 1 Points

Validation of the Instrument

In order to establish the face and content validity of the instruments, three experts; one from Measurement and Evaluation, while the other two from Educational Management and Policy, all from the Faculty of Education, Nnamdi Azikiwe University, Awka were given the instrument alongside the purpose of the study, research questions and hypotheses. These experts were chosen in consideration of the fact that they have the knowledge and experience in construction of research instruments. They were requested to validate the instrument with respect to appropriateness of language and clarity of the questionnaire items, the possibility of the instrument to elicit the exact data required from the respondents and the extent to which the items cover the subject matter. The experts' comments and suggestions were taken into consideration in producing the final copy of the instrument which was approved by the researcher's supervisor for the study. This led to modification of the topic as well as increasing the items from 40 to 44 items. (See attached evidence of the validated instrument on Appendix x, page 146).

Reliability of the Instrument

In order to ensure the reliability of the instrument, the instrument was administered to Delta state university that is not part of the study. The data obtained were subjected to the Cronbach Alpha statistic for which reliability coefficients of 0.84, 0.88, 0.87, and 0.92 were obtained for the four sections. Meanwhile, a grand value of 0.84 was obtained. This result was considered high enough to regard the instrument as reliable for the study. (See appendix ii on page 129 for result of the analysis).

Method of Data Collection

The validated instrument was administered to heads of department (HODs) of educational management departments/Units of the eight universities in south-east personally by the researcher. The required documents that contained evidence of implementation of the mechanisms for quality assurance were also presented by the department to the researcher for observation and assessment. Clarifications on the extent of implementation of the mechanisms were required from the Heads of Department. A period of five months was used for administration and data collection. This was as a result of the time lost on the difficulties in booking appointments with the HODs of various institutions.

Method of Data Analysis

Frequency count and mean scores were used to analyze data relative to the research questions while the t-test statistical tool was adopted to test the null

hypotheses at 0.05 level of significance. The decision rule was to reject a null hypothesis where the calculated t-value was greater than or equal to the critical t-value and where the calculated t-value was less than the critical t-value, the null hypothesis was not rejected. The boundary limits of the mean which was used to determine the scaling with respect to the research questions are shown below:

Response	Options	Rating	Boundary Limits
Very High Extent	(VHE)	5	4.01 - 5.00
High Extent	(HE)	4	3.50 - 4.00
Moderate	(M)	3	2.50 - 3.49
Low Extent	(LE)	2	1.50 - 2.49
Very Low Extent	(VLE)	1	0.50 - 1.49

OR

Response	Options	Rating	Boundary Limits
Very Highly Adequate	(VHA)	5	4.01 - 5.00
Highly Adequate	(HA)	4	3.50 - 4.00
Adequate	(A)	3	2.50 - 3.49
Little Adequate	(LA)	2	1.50 - 2.49
Very Little Adequate	(VLA)	1	0.50 - 1.49

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

In this chapter the data collected from the study were analyzed and the summary of the findings were presented in frequency table. Mean scores of the total number of the ratings were determined for each item. The presentation was done sequentially starting from answering the research questions to testing the null hypotheses.

Research Question 1

To what extent is moderation of examinations as a mechanism for quality assurance in educational management programme being implemented in federal and state universities in south-east?

To answer this research question, items 1 – 8 of part 2 in the questionnaire were analyzed and presented below on Tables 2a & 2b for HODs' responses and researcher's observation respectively.

Table 2a

Mean scores of HODs' responses on extent of implementation of moderation of examinations as a mechanism for quality assurance in educational management programme of federal and state universities in South East.

S/N	Moderation of Examinations	Federal Universities		State Universities	
		Mean	Decision	Mean	Decision
1	Moderation of examination questions	4.3	VHE	4.0	HE
2	Moderation of marking scheme	2.3	LE	1.8	LE
3	Moderation of answer scripts	2.7	M	1.6	LE
4	Moderation of continuous assessment scores	3.7	HE	2.8	M
5	Moderation of examination results	4.7	VHE	3.8	HE
6	Moderation of students' research project	4.3	VHE	2.0	LE
7	Moderation of course content/scheme of work	1.3	VLE	1.4	VLE
8	Moderation of lesson notes in-line with course content	1.0	VLE	1.0	VLE
	Grand Mean	3.0	M	2.3	LE

From Table 2a, under federal universities in south-east, it is observed that a grand mean of 3.0 was obtained, indicating that federal universities in south-east implement moderation of examination as a mechanism for quality assurance in educational management programme to a moderate extent. Looking at the items one after the other, it is seen that items 1, 4, 5 and 6 recorded between high extent and very high extent implementation. The other items in this section were rated between very little extent and little extent except item 3 that had moderate extent. Also from the above table, under state universities in south-east, it also revealed that a grand mean of 2.3 was obtained, indicating that state universities implement moderation of examination to a low extent.

Based on the items, items 1 and 5 recorded high extent implementation while item 4 had a moderate implementation. The other items (2, 3, 6, 7 & 8) were rated between low extent and very low extent implementation.

Table 2b

Mean scores of Researcher's Observation on extent of implementation of moderation of examinations as a mechanism for quality assurance in educational management programme of federal and state universities in South East.

S/N	Moderation of Examinations	Federal Universities		State Universities	
		Mean	Decision	Mean	Decision
1	Moderation of examination questions	3.7	HE	3.8	HE
2	Moderation of marking scheme	2.7	M	2.8	M
3	Moderation of answer scripts	3.7	HE	1.4	VLE
4	Moderation of continuous assessment scores	3.7	HE	2.6	M
5	Moderation of examination results	5.0	VHE	4.0	HE
6	Moderation of students' research project	4.3	VHE	2.0	LE
7	Moderation of course content/scheme of work	1.3	VLE	1.2	VLE
8	Moderation of lesson notes in-line with course content	1.0	VLE	1.0	VLE
	Grand Mean	3.2	M	2.4	LE

From Table 2b, under federal universities in south-east, it is observed that a grand mean of 3.2 was obtained, indicating that federal universities in south-east implement moderation of examination as a mechanism for quality assurance in educational management programme to a moderate extent. Looking at the items one after the other, it is observed that items 1, 3, 4, 5 and 6 recorded between high extent and very high extent implementation. Items 7 & 8 recorded very little extent while item 2 had moderate extent. Also from the above table, under state universities in south-east, it also revealed that a grand mean of 2.4 was obtained, indicating that state universities implement moderation of examination to a low extent.

Based on the items, items 1 and 5 recorded high extent implementation while items 2 & 4 obtained moderate implementation. The other items (3, 6, 7 & 8) were rated between low extent and very low extent implementation.

Research Question 2

To what extent is in-service professional development programme as a mechanism for quality assurance in educational management programme being implemented in federal and state universities in south-east?

To answer this research question, items 9 – 21 of part 2 in the questionnaire were analyzed and presented below on Table 3 for HODs' responses only.

Table 3

Mean scores of HODs' responses on extent of implementation of in-service professional development programme as a mechanism for quality assurance in educational management programme of federal and state universities in south-east.

S/N	In-service Professional Development Programme	Federal Universities		State Universities	
		Mean	Decision	Mean	Decision
9	Mentoring of newly recruited staff by old staff	3.3	M	2.0	LE
10	Attendance to conferences	3.6	HE	3.0	M
11	Organizing coaching classes	1.3	VLE	2.4	LE
12	Promoting consultation for staff	1.7	LE	1.4	VLE
13	Technical assistance given to new/young staff	1.3	VLE	1.8	LE
14	Organizing and attending seminars	2.0	LE	2.4	LE
15	Participating in workshops	3.0	M	3.0	M
16	Organizing summit for staff	1.7	LE	1.6	LE
17	Attendance to train-the-trainer programme	1.3	VLE	1.6	LE
18	Organizing demonstration lessons	2.3	LE	2.0	LE
19	Teaching of part-Time/Sandwich courses	5.0	VHE	3.0	M
20	Engaging in intellectual debates	1.0	VLE	1.2	VLE
21	Attending academic events (Inaugural lecture)	3.0	M	1.6	LE
	Grand Mean	2.3	LE	2.1	LE

From Table 3, under the federal universities in south-east a grand mean of 2.3 was obtained, which indicates that federal universities recorded a little extent implementation on in-service professional development programme as a mechanism for quality assurance in educational management programme of universities in south-east. Analyzing the table item by item, it reveals that apart from item 19 that recorded 5.0 (very high extent), item 10 with high extent, and items 9, 15, & 21 which were rated moderate extent, all other items of this section (items 11, 12, 13, 14, 16, 17, 18 & 20) recorded a low extent implementation. From the same table under state universities in south-east, a grand mean of 2.1 was obtained, which also indicates that state universities had little extent implementation on in-service professional development programme as a mechanism for quality assurance in educational management programme of universities in south-east. Looking at the item one after the other, it can

be deduced that all other items (9, 11, 12, 13, 14, 16, 17, 18, 20 & 21), apart from items 10, 15, & 19, recorded a low extent implementation. Items 10, 15 & 19 received a moderate extent implementation with respect to in-service professional development programme.

Research Question 3

To what extent is mock accreditation exercise as a mechanism for quality assurance in educational management programme being implemented in federal and state universities in south-east?

To answer this research question, items 22 – 28 of part 2 in the questionnaire were analyzed and presented below on Tables 4a & 4b for HODs' responses and researcher's observation respectively.

Table 4a

Mean scores of HODs' responses on extent of implementation of mock accreditation exercise as a mechanism for quality assurance in educational management programme of federal and state universities in south-east.

S/N	Mock Accreditation Exercise	Federal Universities		State Universities	
		Mean	Decision	Mean	Decision
22	Specification of admission requirement	5.0	VHE	4.0	HE
23	Philosophy and Objectives clearly stated	4.7	VHE	4.2	HE
24	Supervision of guidelines for mounting the programme	3.6	HE	3.0	M
25	Compulsory exposure of students to teaching practice	5.0	VHE	4.2	HE
26	Compulsory exposure of students to practicum	4.7	VHE	2.0	LE
27	Establishing and maintaining minimum academic staff requirement	3.6	HE	2.0	LE
28	Collaborative efforts in curriculum review	3.3	M	1.6	LE
	Grand Mean	4.3	VHE	3.0	M

From Table 4a, under the federal universities, it can be seen that a grand mean of 4.3 was obtained which shows that the federal universities recorded to a very high extent implementation on mock accreditation exercise as a mechanism for quality assurance in educational management programme. Analyzing the items one after the other, it reveals that items 22, 23, 25 & 26 received a very high extent implementation while items 24 & 27 had a high extent implementation. Meanwhile, item 28 revealed a moderate extent implementation. From the same table 4a, under state universities, it can be deduced that a grand mean of 3.0 was obtained, which indicates that state universities had a moderate extent implementation on mock accreditation exercise as a mechanism for quality assurance in educational management programme. Looking at the table item by item, it is observed that items 22, 23 & 25 had high extent implementation while item 24 recorded a moderate extent implementation. Items 26, 27 & 28 recorded a low extent implementation.

Table 4b

Mean scores of researcher's observation on extent of implementation of mock accreditation exercise as a mechanism for quality assurance in educational management programme of federal and state universities in south-east.

S/N	Mock Accreditation Exercise	Federal Universities		State Universities	
		Mean	Decision	Mean	Decision
22	Specification of admission requirement	4.7	VHE	3.8	HE
23	Philosophy and Objectives clearly stated	4.7	VHE	4.4	VHE
24	Supervision of guidelines for mounting the programme	3.3	M	3.2	M
25	Compulsory exposure of students to teaching practice	5.0	VHE	4.4	VHE
26	Compulsory exposure of students to practicum	4.0	HE	2.2	LE
27	Establishing and maintaining minimum academic staff requirement	4.3	VHE	2.2	LE
28	Collaborative efforts in curriculum review	3.3	M	1.6	LE
	Grand Mean	4.2	VHE	3.1	M

From Table 4b, under the federal universities, it can be seen that a grand mean of 4.2 was obtained which shows that the federal universities recorded to a very high extent implementation on mock accreditation exercise as a mechanism for quality assurance in educational management programme. Analyzing the items one after the other, it reveals that items 22, 23, 25, 26 & 27 received between high extent and very high extent implementation while items 24 & 28 revealed moderate implementation. From the same table 4b, under state universities, it can be deduced that a grand mean of 3.1 was obtained, which indicates that state universities had a moderate extent implementation on mock accreditation exercise as a mechanism for quality assurance in educational management programme. Looking at the table item by item, it is observed that items 22, 23 & 25 recorded between high extent and very high extent implementation while item 24 recorded a moderate extent implementation. Items 26, 27 & 28 recorded a low extent implementation.

Research Question 4

To what level of adequacy is infrastructural facilities as a mechanism for quality assurance in educational management programme being provided in federal and state universities in south-east?

To answer this research question, items 29 – 44 of part 2 in the questionnaire were analysed and presented below on Tables 5a & 5b for HODs' responses and researcher's observation respectively.

Table 5a

Mean scores of HODs' responses on level of adequacy of infrastructural facilities provided as a mechanism for quality assurance in educational management programme of federal and state universities in south-east.

S/N	Infrastructural Facilities	Federal Universities		State Universities	
		Mean	Decision	Mean	Decision
29	Conducive classroom	2.7	A	2.6	A
30	Well equipped computer laboratory	3.7	HA	3.0	A
31	State of the art model office	2.3	LA	2.6	A
32	Well equipped library	5.0	VHA	3.0	A
33	Well furnished staff office	3.0	A	1.8	LA
34	Research laboratory	2.3	LA	2.4	LA
35	Auditorium	3.7	HA	3.2	A
36	Multimedia support gadget	3.3	A	1.2	VLA
37	Lecture/examination halls	3.3	A	1.8	LA
38	Students' hostel	3.7	HA	3.2	A
39	Canteen/cafeteria	4.0	HA	3.2	A
40	Free online communication	3.7	HA	2.2	LA
41	Air conditioning in classrooms/lecture halls	1.3	VLA	1.2	VLA
42	Sport complex	2.3	LA	1.4	VLA
43	Recreational facilities	1.7	LA	1.2	VLA
44	Toilet facilities for students	2.7	A	1.8	LA
	Grand Mean	3.0	A	2.2	LA

From Table 5a, under the federal universities, it is observed that a grand mean of 3.0 was obtained, indicating an adequacy of infrastructural facilities implemented as a mechanism for quality assurance in educational management programme. Based on item by item analysis, it is observed that item 32 recorded a very high level of adequacy while items 30, 35, 38, 39 & 40 had high level of adequacy. Meanwhile, items 29, 33, 36, 37 & 44 had an adequacy level, while the following items (31, 34, 41, 42 & 43) were rated little adequate. From the same table 5a, under state universities, a grand mean value of 2.2 was obtained which indicates that state universities in south-east had a little level of adequacy of infrastructural facilities implemented as a mechanism for quality assurance in educational management programme. Looking at

the items one after the other, it is glaring that items 29, 30, 31, 32, 35, 38 & 39 recorded an adequacy level while the other items (33, 34, 36, 37, 40, 41, 42, 43 & 44) had between little and very little level of adequacy.

Table 5b

Mean scores of researcher's observation on level of adequacy of infrastructural facilities provided as a mechanism for quality assurance in educational management programme of federal and state universities in south-east.

S/N	Infrastructural Facilities	Federal Universities		State Universities	
		Mean	Decision	Mean	Decision
29	Conducive classroom	2.0	LA	2.8	A
30	Well equipped computer laboratory	3.3	A	2.0	LA
31	State of the art model office	1.7	LA	2.0	LA
32	Well equipped library	5.0	VHA	4.0	HA
33	Well furnished staff office	2.7	A	2.0	LA
34	Research laboratory	2.0	LA	1.8	LA
35	Auditorium	4.0	HA	2.8	A
36	Multimedia support gadget	1.7	LA	1.2	VLA
37	Lecture/examination halls	3.0	A	3.4	A
38	Students' hostel	2.7	A	3.8	HA
39	Canteen/cafeteria	4.0	HA	3.4	A
40	Free online communication	3.0	A	2.2	LA
41	Air conditioning in classrooms/lecture halls	1.3	VLA	1.0	VLA
42	Sport complex	2.0	LA	1.2	VLA
43	Recreational facilities	2.0	LA	2.0	LA
44	Toilet facilities for students	3.0	A	2.6	A
	Grand Mean	2.7	A	2.4	LA

From Table 5b, under the federal universities, it is observed that a grand mean of 2.7 was obtained, indicating an adequacy level of infrastructural facilities implemented as a mechanism for quality assurance in educational management programme. Based on item by item analysis, it is observed that item 32, 35 & 39 recorded between high adequacy and very high adequacy level, while items 30, 33, 37, 38, 40 & 44 received an adequacy level. Meanwhile, items 29, 31, 34, 36, 41, 42, & 43 were rated between little adequate and very little adequate. From the same table 5b, under state

universities, a grand mean value of 2.4 was obtained which indicates that state universities in south-east had a little level of adequacy of infrastructural facilities implemented as a mechanism for quality assurance in educational management programme. Looking at the items one after the other, it is glaring that items 29, 35, 37, 39, & 44 recorded an adequacy level while the other items (30, 31, 33, 34, 36, 40, 41, 42, & 43) except items 32 & 38, had between little and very little level of adequacy.

Null Hypothesis 1

There is no significant difference in the mean ratings of federal and state universities on the extent of implementation of external moderation of examinations as a mechanism for quality assurance in educational management programme of universities.

The result of the t-test comparison of federal and state universities is presented in table 6 below.

Table 6: t-test comparison of mean ratings of federal and state universities

University Type	N	\bar{X}	SD	Df	t-cal.	t-crit	α	Decision
Federal Universities	3	3.1	1.32					Ho
				6	1.3445	2.145	0.05	Not
State Universities	5	2.3	1.04					Rejected

Table 6 shows that a calculated t-value of 1.3445 was obtained. At a degree of freedom of 6 and 0.05 level of significance, a critical t-value of 2.145 was also obtained. Since the critical t-value of 2.145 is greater than the calculated t-value (1.3445), the null hypothesis is not rejected (accepted), which means that there is no

significant difference in the mean ratings of federal and state universities on the extent of implementation of moderation of examinations as a mechanism for quality assurance in educational management programme of universities in south-east. (See Appendix iii on page 133 for detailed calculation. i.e computation of result)

Null Hypothesis 2

Federal universities and state universities do not differ significantly in their mean ratings on the extent of implementation of in-service professional development programme as a mechanism for quality assurance in educational management programme of universities.

The result of the t-test comparison of federal and state universities is presented in table 7 below.

Table 7: t-test comparison of mean ratings of federal and state universities

University Type	N	\bar{X}	SD	Df	t-cal.	t-crit	α	Decision
Federal Universities	3	2.3	1.13					Ho
				6	0.5643	2.064	0.05	Not Rejected
State Universities	5	2.1	0.61					

Table 7 shows that at 0.05 level of significance and at degree of freedom of 6, a calculated t-value of 0.5643 and critical t-value of 2.064 were obtained. Since the critical t-value of 2.064 is greater than the calculated t-value of 0.5643, the null hypothesis is hereby not rejected (accepted). This means that Federal universities and state universities do not differ significantly in their mean ratings on the extent of implementation of in-service professional development programme as a mechanism for quality assurance in educational management programme of universities. (See Appendix iv on page 134 for detailed computation of the result).

Null Hypothesis 3

There is no significant difference in the mean ratings of federal and state universities on the extent of implementation of mock accreditation exercise as a mechanism for quality assurance in educational management programme of universities.

The result of the t-test comparison of federal and state universities is presented in table 8 below.

Table 8: t-test comparison of mean ratings of federal and state universities

University Type	N	\bar{X}	SD	Df	t-cal.	t-crit	α	Decision
Federal Universities	3	4.3	0.63					
				6	2.5929	2.179	0.05	Reject
State Universities	5	3.1	1.05					Ho

Table 8 above reveals that a calculated t-value of 2.5929 and a critical t-value of 2.179 were obtained at 0.05 level of significance and a degree of freedom of 6. Since the calculated t-value of 2.5929 is greater than critical t-value of 2.179, the null hypothesis is therefore rejected (not accepted). This means that there is a significant difference in the mean ratings of federal and state universities on the extent of implementation of mock accreditation exercise as a mechanism for quality assurance in educational management programme of universities. (See appendix v on page 135 for detailed computation of the result).

Null Hypothesis 4

Federal universities and state universities do not differ significantly in their mean ratings on the level of adequacy of infrastructural facilities provided as a mechanism for quality assurance in educational management programme of universities.

The result of the t-test comparison of federal and state universities is presented in table 9 below.

Table 9: t-test comparison of mean ratings of federal and state universities

University Type	N	\bar{X}	SD	Df	t-cal.	t-crit	$\dot{\alpha}$	Decision
Federal Universities	3	2.9	0.91					
				6	2.3997	2.042	0.05	Reject
State Universities	5	2.2	0.73					Ho

Table 9 shows that at 0.05 level of significance and a degree of freedom of 6, a calculated t-value of 2.3997 and a critical t-value of 2.042 were obtained. Since the calculated t-value of 2.3997 is greater than the critical t-value of 2.042, the null hypothesis is therefore rejected (not accepted). This implies that federal universities and state universities differ significantly in their mean ratings on the level of adequacy of infrastructural facilities provided as a mechanism for quality assurance in educational management programme of universities. (See appendix vi on page 136 for detailed computation of the result).

Summary of Major Findings

The major findings that emerged from this study are presented as follows:

1. Both federal and state universities had little extent implementation in; moderation of marking scheme, moderation of course content/scheme of work and moderation of lesson notes in-line with the course content. Meanwhile, only state universities implement the moderation of answer scripts and moderation of students' research project to a low extent.

2. Both federal and state universities recorded weakness in; organizing coaching classes, promoting consultation for staff, technical assistance given to new/young staff, organizing and attending seminars, organizing summit for staff, attending train the trainer programmes, organizing demonstration lesson and engaging in intellectual debate. On the other hand, only state universities had difficulty on mentoring of newly recruited staff and attending academic event (inaugural lectures).
3. Federal universities portrayed high extent implementation in mock accreditation exercise as they recorded very high scores on all the items on this section. Meanwhile, state universities had low extent implementation on some items which include; compulsory exposure of students to practicum, establishment and maintaining minimum academic staff requirement, as well as collaborative effort in curriculum review.
4. Both federal and state universities had little adequacy in; research laboratory, air conditioning of classroom/lecturer room, sports complex and recreational facilities. Meanwhile state universities failed in adequate provision of well fashioned staff offices, multiply-media support gadget, lecture/examination halls, free online communication & toilet facilities for students. Although federal universities recorded little adequacy on state of art model, the state universities recorded adequacy on it (state of art model).

5. Even though both federal and state universities recorded adequacy in the implementation of some items, there seems to be some variations on the extent of implementation of these mechanisms, although these variations are minimal.
6. Two null hypotheses (1 & 2) on; moderation of examination and in-service professional development programme were not rejected (accepted), showing the existence of no significant difference in the mean ratings of federal and state universities on the subject matter, while hypothesis 3 & 4 on mock accreditation exercise as well as adequate infrastructural facilities were rejected (not accepted) which indicates that there is significant difference in the mean ratings of federal and state, universities on the subject matter.

CHAPTER FIVE

DISCUSSION OF RESULTS, CONCLUSION AND RECOMMENDATIONS

In this chapter, the findings emanating from the analysis are discussed. It also presents the conclusions of the study, recommendations, implications and limitations of the study as well as suggestion for further studies.

Discussion of Results

The results were discussed under the following sub-themes:

- ❖ The extent of implementation of moderation of examinations as a mechanism for quality assurance in educational management programme of federal and state universities in south-east.
- ❖ The extent of implementation of in-service professional development programme as a mechanism for quality assurance in educational management programme of federal and state universities in south-east.
- ❖ The extent of implementation of mock accreditation exercise as a mechanism for quality assurance in educational management programme of federal and state universities in south-east.
- ❖ The level of adequacy of infrastructural facilities provided as a mechanism for quality assurance in educational management programme of federal and state universities in south-east.
- ❖ Results of the four null hypotheses.

The extent of implementation of moderation of examinations as a mechanism for quality assurance in educational management programme of federal and state universities in south-east.

The result of the findings (for both HODs' responses and Researcher's observation) shows that under federal universities, moderation of marking scheme,

moderation of course content/scheme of work and moderation of lesson notes in-line with course content were rated between low extent and very low extent. This shows that they rarely implement these items in their universities. Meanwhile, they rated moderation of examination questions, moderation of continuous assessment, moderation of examination results and moderation of students research project at a high extent and very high extent, although moderation of answer scripts was rated to a moderate extent. With a grand mean of 3.0 (moderate extent) for HODs' response and 3.2 (moderate extent) for researcher's observation, it shows that federal universities in south east implement moderation of examinations as a mechanism for quality assurance to a moderate extent.

The result of the findings (for both HODs' responses and Researcher's observation) under state universities also shows that, among the eight items identified, only items 1 & 5 i.e moderation of examination question and moderation of examination results were rated high extent. Apart from moderation of continuous assessment that received moderate extent implementation, all other five items (2, 3, 6, 7 & 8) recorded between low extent and very low extent implementation. These items include; moderation of marking schemes, moderation of answer scripts, moderation of students' research project, moderation of course contents/scheme of work and moderation of lesson note in-line with course content. With a grand mean of 2.3 (low extent) for HODs' response and 2.4 (low extent) for researcher's observation, it

indicates that state universities in south-east implement moderation of examinations as a mechanism for quality assurance to a low extent.

It can be noticed that both federal and state universities in south east have negative attitude towards; moderation of marking scheme, moderation of course content/scheme of work and moderation of lesson note in-line with course content, by rating them to a low extent. This is in conformity with the idea of Ezeani and Eze (2013) that even-though the school management sees these measures as veritable in ensuring quality of the school system, in most cases, they tend to continue with those they find easy and abandon others. This means that both federal and state universities in south east do not implement; moderation of marking scheme, moderation of course content/scheme of work and moderation of lesson note in-line with course contents, even where they do, they do it to a low extent.

The extent of implementation of in-service professional development programme as a mechanism for quality assurance in educational management programme of federal and state universities in south east.

The result of the findings under federal universities shows that eight items (11, 12, 13, 14, 16, 17, 18 & 20) out of the thirteen identified items were rated between low extent and very low extent. The items are; organizing coaching classes, promoting consultations for staff, technical assistance given to new/young staff, organizing and attending seminars, organizing summits for staff, attending train the trainer programme, organizing demonstration lesson and engaging in intellectual debates. This means that federal universities fall short in implementing these variables as part of their in-service professional development programme as a mechanism for quality

assurance. Meanwhile items 10 & 19 i.e attendance of conferences and teaching part-time/sandwich courses received high extent rating, as other items 9, 15 & 21 (mentoring of newly recruited staff, participating in workshop & attending academic events/inaugural lecture) were rated to a moderate extent. With a grand mean of 2.3 (low extent), it shows that federal universities in south east implement in-service professional development programme as a mechanism for quality assurance to a low extent.

From the findings, under state universities, the result shows that only 3 items (10, 15 & 19) out of the thirteen identified items recorded moderate extent. They are, attendance to conferences, participating in workshop and teaching part-time/sandwich courses. The other ten items (9, 11, 12, 13, 14, 16, 17, 18, 20 & 21) were rated between low extent and very low extent. These items include; mentoring of newly recruited staff, organizing coaching classes, promoting consultations for staff, technical assistance given to newly recruited staff, organizing and attending seminars, organizing summits for staff, attending train the trainer programme, organizing demonstration lesson, engaging in intellectual debates & attending academic events/inaugural lecture. With a grand mean of 2.1 (low extent), it indicates that state universities implement in-service professional development programme to a low extent. In support of this Akamobi (2005) in his study, observed that most university programmes during the period of accreditation exercise, engage in various measures like; moderation of examinations, provision of infrastructure, adequate fund for expenditure, and so on. Immediately after accreditation exercise, some abandon these mechanisms which in turn lead to fallen standard of the entire system.

It is glaring that both federal and state universities in south east are found wanting with respect to implementation of in-service professional development programmes as a mechanism for quality assurance in educational management programme of universities.

The extent of implementation of mock accreditation exercise as a mechanism for quality assurance in educational management programme of federal and state universities in south-east.

The result of the findings (for both HODs' responses and researcher's observation) under federal universities shows that apart from item 28, which is on collective effort in curriculum review, that scored 3.3 (moderate), all other items (22, 23, 24, 25, 26 & 27) were rated between high extent and very high extent. With a grand mean scores of 4.3 (very high extent) for HODs' responses and 4.2 (very high extent) for researcher's observation, it shows that federal universities in south-east implement mock accreditation exercise as a mechanism for quality assurance to a very high extent.

The result of the findings (for both HODs' responses and researcher's observation) under state universities also revealed that only items 22, 23 & 25 had high extent rating. They are; specification of admission requirement, philosophy and objectives clearly stated, and compulsory exposure of students to teaching practice. They rated item 24 (supervision of guidelines for monitoring a programme) a moderate extent while items 26, 27 & 28 were rated low extent. They are; compulsory exposure of students to practicum, establishment and monitoring minimum academic staff requirement, and collaborative effort in curriculum review.

Qiang and Shiyan, (2007) lamented that it is a well known fact that most of the higher institutions that offers educational management programme suffer from shortage of teachers. Also the excessive workload of teaching and supervision of students' projects that rest on the few teachers available reduce their effectiveness in teaching. Qiang and Shiyan (2007) observed that teachers in educational management are always too busy because they have many students to evaluate and supervise; more than ten students. This inevitably affects the quality of teaching in educational management (Amoor 2010). With a grand mean rating of 3.0 (moderate extent) for HODs' responses and 3.1 (moderate extent) for researcher's observation, it shows that state universities in south-east implement mock accreditation exercise to a moderate extent.

From the result generally, it is obvious that federal universities implements mock accreditation exercise more having a grand mean of 4.3 (High Extent) compared to the state universities that recorded a grand mean of 3.0 (moderate extent).

The level of adequacy of infrastructural facilities provided as a mechanism for quality assurance in educational management programme of federal and state universities in south-east.

The result of the findings (for HODs' responses) under federal universities shows that with mean values less than 2.4, federal universities are deficient in the following; state of the art model offices, research laboratory, air conditioning in classrooms, sport complex and recreational facilities, while for Researcher's observation, multi-media support gadget was rated little adequate also. They recorded adequacy to the following

items; 29, 33, 36, 37 & 44 i.e; conducive classroom, well furnished staff offices, multimedia support gadget, lecture/examination halls, and toilet facilities for students. The items they rated highly adequate are; well equipped computer laboratory, well equipped library, auditorium, students lodge/hostel, canteen/cafeteria & free on-line communication. With a grand mean of 3.0 (adequate) for HODs' responses and 2.7 (adequate) for researcher's observation, it shows that in federal universities in south-east, infrastructural facilities are moderating adequate.

The result of the findings (for HODs' responses) under state universities show that, seven items (29, 30, 31, 32, 35, 38 & 39) recorded adequate. The items include; conducive classroom, well equipped computer laboratory, state of the art model office, well equipped library, auditorium, student lodge (hostel), and canteen/cafeteria. The other nine items were recorded between little adequate and very little adequate. The items are; well furnished staff offices, research laboratory, multimedia support gadget, lecture/exam hall, free on-line communication, air conditioning in classroom sport complex, recreational facilities, and toilet facilities for students. Meanwhile, the researchers' observations shows that well equipped library and students' hostel were rated highly adequate. With a grand means of 2.2 (little adequate) for HODs' responses and 2.4 (little adequate) for researcher's observation, it shows that infrastructural facilities in state universities are little adequate which shows that state university have negative attitude towards infrastructural facilities. Both findings shows that in federal universities, infrastructures are adequate while in state universities,

infrastructures are little adequate. This agrees with the view of Omeje (1998) who noted that, the facilities and resources in our colleges of education and universities are in poor state, grossly inadequate to meet and sustain the required standard. He maintained that among such facilities are laboratories, sports complex and recreational facilities.

Results of the four Null Hypotheses.

Based on the results of the four null hypotheses, hypotheses 1 and 2 were not rejected (accepted), having obtained critical t-values greater than the calculated t-values for each. This shows that; “there is no significant difference in the mean ratings of federal and state universities on the extent of implementation of moderation of examinations as a mechanism for quality assurance in educational management programme of universities”, as well as “federal universities and state universities do not differ significantly in their mean ratings on the extent of implementation of in-service professional development programme as a mechanism for quality assurance in educational management programme of universities”.

Meanwhile, hypotheses 3 and 4 were rejected (not accepted) having obtained calculated t-values greater than the critical t-values for each. This means that; “there is a significantly difference in the mean ratings of federal and state universities on the extent if implementation of mock accreditation exercise as a mechanism for quality assurance in educational management programme of universities” as well as “federal universities and state universities differ significantly in their mean ratings on the level

of adequacy of infrastructural facilities provided as a mechanism for quality assurance in educational management programme of universities”. The result shows that implementation of mock accreditation exercise and infrastructural facilities are better in the federal universities compared to the state universities. This may be as a result of better financed policy the federal universities enjoy compared by the state universities, just as Akamobi (2005) points out that implementation of accreditation procedures are often successful in federal universities compared to the state universities due to the huge fund allocation from the general government. Knowing that accreditation exercise has a very high financial consequence on the institution, only institutions with financial stability will succeed from it.

Conclusion

The findings of the study have made possible the following conclusion:

Federal universities in south-east implement moderation of examinations to a moderate extent, as a mechanism for quality assurance in educational management programme of universities. On the other hand, state universities in south-east implement moderation of examinations to a low extent, as a mechanism for quality assurance in educational management programme of universities.

Both federal universities and state universities in south-east implement in-service professional development programme to a low extent, as a mechanism for quality assurance in educational management programme of universities, while they both have

positive attitude towards mock accreditation exercise as a mechanism for quality assurance in educational management programme of universities.

On the levels of adequacy of infrastructural facilities provided as a mechanism for quality assurance in educational management programme, federal universities recorded moderate adequacy while state universities had little adequacy.

Finally, on the general findings, the research concludes that even though both federal and state universities had moderate implementation of the identified mechanisms, the federal universities seem to record better implementation of these mechanisms compared to the state universities in south-east. This is supported by the outcome of hypotheses 3 and 4.

Implications of the Study

The findings of the study have many implications to the educational sector in general and to university education in particular. The fact that federal universities in south-east adhere to the implementation of quality assurance mechanisms more, compared to the state universities, one is tempted to believe that the standard of education in federal universities is better compared to state universities. The implication of this is that both staff and students of state universities may feel inferior, thereby wishing to transfer to federal universities which will affect their performance. This will also make the potential students to sort for only federal universities thereby leaving the state universities for poorly performed students rejected by federal

universities on admission basis. These certainly will affect the products of state universities and in-turn; affect the general education sector of the country.

The findings of the study revealed that both federal and state universities in south-east generally have little extent implementation of the identified quality assurance mechanisms. The little extent implementation of quality assurance mechanism in both federal and state universities in south-east implies that quality of university education in the zone may continue to decline. Furthermore, inadequate implementation of the quality assurance mechanism with respect to; moderation of examinations, in-service professional development programmes, mock accreditation exercise and infrastructural facilities, implies that if it continues, the quality of graduates in the zone will continue to be poor. This will result in the inability of graduates to be gainfully employed after graduation since they will not possess the necessary skills required of them by employers of labour, while in school as undergraduates. These will in-turn result to increase in the number of unemployed graduate roaming the streets.

Recommendations

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

1. University management in south-east universities especially state universities should embark on monitoring scheme to ensure that departments implement moderation of examination to a very high extent, especially moderation of

marking scheme, moderation of course content/scheme of work, and moderation of lesson note in-line with course content which were rated very low extent.

2. The annual appraisal of lecturers should dwell not just on few but all the items of in-service professional development programme. This will improve lecturers' performance and in-turn improve the standard of the school, knowing that no education system can grow beyond the skills and knowledge of the teachers.
3. University management especially for state universities should ensure that; the required academic staff are employed, students are exposed to practicum, and that collaborative curriculum review be promoted. This will go a long way in improving the academic content of the programme.
4. Government should ensure that the process of accessing TETFund be made easy for universities especially state universities, so as to acquire infrastructural facilities. Due to high cost of these infrastructures, the institutions should also improve on their Internal Generated Revenue (IGR) in order to complement the effort of the government.
5. Just as it was observed that quality assurance mechanisms seems to have been implemented more in federal universities than in state universities, the National University Commission (NUC) should as a matter of urgency pay more emphasis on the state universities during the institutional accreditation exercise. This will improve the performance of state universities to meet up with the federal universities, so as to reduce the differences that seem to exist in standard.

Limitations of the Study

The limitations of the study are presented as follows:

The study centered on only government owned universities in south-east that offers educational management programme. Thus the findings of the study may not be generalized to all universities in south-east or universities in other geo-political zones of the country.

Some of the documents the institutions presented do not show the extent of implementation of some items in the questionnaire, the researcher therefore embarked on interaction with the HOD for clarifications. It is worthy of note that these limitations are minimal and therefore cannot affect the validity of the research.

Suggestion for Further Studies

Based on the findings and limitation of the study, the researcher suggests that further research should be done on the following:

1. The same study, (assessment of the implementation of quality assurance mechanisms in educational management programme of universities) should be carried out in other geo-political zones or in Nigeria as a whole, using both observational and interview techniques so as to cope with un-available data/document.
2. The same study (assessment of the implementation of quality assurance mechanisms in educational management programme) should be carried out in all tertiary institutions in south-east which includes; federal, state and private universities and colleges of education in order to solve the problem of generalization.

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APPENDICES**APPENDIX I****INTRODUCTORY LETTER**

Dept. of Edu. Management & Policy.

Nnamdi Azikiwe University, Awka.

Anambra State.

12th August, 2015.

Dear H.O.D,

I am a Ph.D student in the Department of Educational Management & Policy, Nnamdi Azikiwe University, Awka. I am currently carrying out a study on ‘Comparative assessment of the implementation of quality assurance mechanisms in educational management programme of federal and state universities in south-east Nigeria’.

Kindly allow me to observe some of your documents to enable me attend to my questionnaire below. I will also need little attention from you on some issues/documents that need clarification. Please be assured that any answer/information given will be strictly confidential and will be used only for the research purposes.

Thanks in anticipation of a favourable response.

Emmanuel C. Asiegbu

Edu. Mgt. & Policy, Unizik

Researcher (08038683562)

INTRODUCTORY LETTER

Dept. of Edu. Mgt & Policy.
Nnamdi Azikiwe University,
Awka.
Anambra State.
12th August, 2015.

Dear H.O.D,

The researcher is a Ph.D student in the department of Educational Management & Policy, Nnamdi Azikiwe University, Awka. He is currently carrying out a study on ‘Comparative assessment of the implementation of quality assurance mechanisms in educational management programme of federal and state universities in south-east, Nigeria’.

Kindly fill-in the questionnaire below and be assured that any answer/information given will be strictly confidential and will be used only for the research purposes.

Thanks in anticipation of a favourable response.

Emmanuel C. Asiegbu
Edu. Mgt. & Policy, Unizik
(Researcher)

EXTENT OF IMPLEMENTATION OF QUALITY ASSURANCE MECHANISMS IN EDUCATIONAL MANAGEMENT QUESTIONNAIRE (EIQAMEMQ)

PART A: Demographic Profile

Listed below are items to elicit information on your demographic data.

1. Ownership of University: Federal [] State []

PART B

Listed below are items arranged in sections A to D on the extent of the implementation of quality assurance mechanisms in educational management programme of universities in South-East, Nigeria. Please tick (√) in the option that is appropriate to your response.

Keys for the codes (rating scale) for sections A-C are:

Very High Extent	(VHE)	=	5 points
High Extent	(HE)	=	4 Points
Moderate	(M)	=	3 Points
Low Extent	(LE)	=	2 Points
Very Low Extent	(VLE)	=	1 Points

Keys for the codes (rating scale) for sections D are:

Very Highly Adequate	(VHA)	=	5 points
High Adequate	(HA)	=	4 Points
Adequate	(A)	=	3 Points
Little Adequate	(LA)	=	2 Points
Very Little Adequate	(VLA)	=	1 Points

Section A: Moderation of Examinations

Please state the extent to which the following items are implemented in your department?

S/N		VHE	HE	M	LE	VLE
1	Moderation of examination questions					
2	Moderation of marking scheme					
3	Moderation of answer scripts					
4	Moderation of continuous assessment scores					
5	Moderation of examination results					
6	Moderation of students' research project					
7	Moderation of course content/scheme of work					
8	Moderation of lesson notes in-line with course content					

Section B: In-service Professional Development Programme

Please state the extent to which the following items are implemented in your department?

S/N		VHE	HE	M	LE	VLE
9	Mentoring of newly recruited staff by old staff					
10	Attendance to conferences					

11	Organizing coaching classes					
12	Promoting consultation for staff					
13	Technical assistance given to new/young staff					
14	Organizing and attending seminars					
15	Participating in workshops					
16	Organizing summit for staff					
17	Attendance to train-the-trainer programme					
18	Organizing demonstration lessons					
19	Teaching of part-Time/Sandwich courses					
20	Engaging in intellectual debates					
21	Attending academic events (Inaugural lecture)					

Section C: Mock Accreditation Exercise

Please state the extent to which the following items are implemented in your department?

S/N		VHE	HE	M	LE	VLE
22	Specification of admission requirement					
23	Clear statement of Philosophy and Objectives.					
24	Supervision of guidelines for mounting the programme					
25	Compulsory exposure of students to teaching practice					
26	Compulsory exposure of students to practicum					
27	Establishing and maintaining minimum academic staff requirement					
28	Collaborative efforts in curriculum review					

Section D: Infrastructural Evaluation

Please state the level of adequacy to which the following items are provided in your department?

S/N		VHA	HA	A	LA	VLA
29	Conducive classroom					
30	Well equipped computer laboratory					
31	State of the art model office					
32	Well equipped library					
33	Well furnished staff office					
34	Research laboratory					
35	Auditorium					
36	Multimedia support gadget					
37	Lecture/examination halls					
38	Students' hostel					
39	Canteen/cafeteria					
40	Free online communication					
41	Air conditioning in classrooms/lecture halls					
42	Sport complex					
43	Recreational facilities					
44	Toilet facilities for students					