



## Impact of Quality Assurance on Management of Public Universities in Benue State, Nigeria

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### ABSTRACT

*This research delved into the effects of quality assurance on the management of public universities in Benue State. The study was guided by two research questions, and two null hypotheses were formulated and tested. Employing a descriptive survey research design, the population comprised 2,902 staff from two public universities in Benue State, with a sample size of 290, representing 10% of the total population. The study utilized a multi-stage sampling procedure to select participants. Data collection was conducted using a 10-item structured four-point scale questionnaire called the "Quality Assurance and Management Questionnaire (QAMQ)," with a Cronbach's alpha reliability coefficient of 0.70. The research employed mean and standard deviation to address the research questions and a t-test to test the null hypotheses at a significance level of 0.05. The findings revealed that monitoring and evaluation, recruitment of staff, and provision of facilities had a significant impact. Consequently, the study concluded that quality assurance significantly affects the management of public universities in Benue State. Based on the study's results, recommendations were made, including the establishment of a monitoring and evaluation committee by university management to assess and enhance staff capacity through training, thereby improving their knowledge, pedagogical skills, and overall competence for an enhanced teaching-learning process in universities. Furthermore, the university governing council should adopt appropriate criteria when selecting and appointing qualified staff in universities.*

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### INTRODUCTION

The quality of university is a reflection of input and output process standard needed for the transformation of society and world of work. The quality of university education is often a reflection of the performance of university graduates in the labour market which is also dependent on the quality of academic programme offered by the various universities. According to Semwoliba (2014), it is difficult to define quality but the term has a few control ideas around which the whole

concept revolves; quality as absolute (is given and considered as the highest possible standards), quality as relative (is described in relative terms), quality as a process (is the outcome of systems and procedural requirements), and quality as culture (recognizes the importance of organizational view of quality as a process of transformation, where each entity is concerned and acknowledges the importance of quality). Quality assurance is a global term used to incorporate the quality policy, quality management

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and quality control functions, which combine to assure the client that the product will be consistently manufactured to the required condition. Its aim is to achieve and assure quality through the adoption of cost effective quality control system and through external inspections and audit (Obadara & Alaka, 2013). National Universities Commission (NUC) (2014) equally states in their policy document that, quality assurance is a key component of successful internalization; a mechanism for building institutional reputation in the competitive local and global arena and a necessary foundation for consumer protection. The National Universities Commission creates quality idea, quality tool through its MAS benchmark document for assessing and evaluating the universities programme, whether it meet the criteria or standards in producing the quality outcomes needed by the industry and in meeting the expectation of the stakeholders. For quality management to ensure quality education through the internal control mechanism in higher education, adequate planning, provision, organization, evaluation and re-planning of the education inputs, process and outcomes must be met. The state, level, extent, quality and quantity and management of these elements account for the quality of management in education (Ibiam, 2014).

The application of quality assurance within the universities is to ensure that graduates acquire skills and knowledge required to propel societal needs and individual aspiration. Quality assurance also refers to a totality of the combination of quality of teachers, quality of instructional materials and quality of infrastructural facilities (classrooms, seats, tables, chairs and chalkboards). Others include: favourable teacher/student ratio, favourable student/classroom ratio and quality instructional supervision. This helps to build the mechanism to assess the quality of student admission, quality of academic staff, quality of physical facilities, quality of students' assessment, quality teaching methods, and quality of curriculum content (Edo, Chukwusa & Uzoma, 2018). The characteristics of university quality assurance counts lot in terms of

selection and appointment of the university vice chancellor, who will be nurtured on quality management practice on purposive leadership to meet the aspiration of the academic staff, students, the community, the input materials and processes in achieving the desired outcome in the university system.

Management is the process consisting of planning, organizing, activating and controlling activities performed to determine and accomplish objectives with the use of people and resources. Management is the co-ordination of human and material resources towards the achievement of the organizational objectives as well as the organisation of productive functions essential for achieving stated goals. On the other hand, strategic actions are the important actions necessary to realize organizational direction (Steiner, 2012). The universities are under bound to apply management strategies that enhance the quality assurance of science education. The key management strategies identified by some authorities (Martin & Sauvageot, 2011) include administrative strategy, teacher management, teaching and learning strategy and learning facilities management. The term management in general usage implies the process by which a cooperative group directs actions towards achieving a common goal.

Quality assurance in the universities, according to Ayeni (2010), is the efficient management, monitoring and evaluation review of the resource inputs and transformation process (teaching and learning) to produce a quality output (students) that meets set standards and expectations of the society. According to Ajayi and Adegbesan (2008), is the abilities of the schools to meet certain criteria relating to academic matters such as staff-students' ratio, staff development, physical facilities, funding and adequate library facilities. Gogo (2009) who reported that increased school evaluation helps to establish quality assurance in order to maintain established standards and ensure quality control, monitor, students' performance and assist teachers to select relevant

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text books, assess the school plant and ensure the adequacy of physical facilities and equipment for a conducive teaching-learning environment. In agreements with above statement, Ikediugwu and Chukwumah (2015) who found that urban schools significantly differed from the rural ones in terms of implementation and that there was significant difference in their monitoring and evaluation and this implied that the quality assurance practice was at the average level in secondary schools. In collaboration with the above opinion Lumosi and Mukonyi (2015) reported that monitoring and evaluation of schools have significant impact on management of schools, this is it shows clearly, the condition of shortage of personnel and financial challenges facing schools. As each educational system is unique, evaluators should be prepared to vary their evaluation approach based on the purpose and context (Osakwe, 2016).

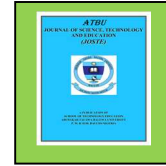
The quality of any educational system depends greatly on the calibre of staff employed in the delivery of teaching. No educational system will function well if the wrong people are recruited to carry out the duties of teaching and other administrative duties. According to Munro (2008), recruitment is securing the right people for particular jobs which may take the form of advertising for large groups of employees or tracking out a rightly skilled individual for specific work. In a similar view, Gberevbie (2010) sees recruitment as the process of attracting individuals on a timely basis, in sufficient numbers and with appropriate qualifications, developing their interest in an organization and encouraging them to apply for jobs within it. Uchechukwu and Chukwuemeka (2017) who reported that there is significant relationships exist between staff management as measured by staff recruitment procedures, development programme, on staff academic productivity in private schools. Clear knowledge of the job helps the potential employees to put in their best when employed because it is only when you know what you are going to do that you can understand not only how to do it but how to do it best (Ibrahim, 2014). A choice has to be made on

who is the right candidate for a particular post. This is very important due to the fact that it is through this process that the government or organization can achieve its sets goals and objectives. Recruiting the right people to teach in secondary school could enhance the effective utilization of facilities provided in school.

The contributions of university education to the development of any nation cannot be overemphasized as it has both consumers and producer status. This is because it absolves the products coming from secondary education and other tertiary institutions in Nigeria. For management of universities to be effective, there is need for total quality assurance in universities in areas like monitoring/evaluation, effective supervision, recruitment of staff, provision of facilities and implementation of curriculum on management of secondary schools. There appears to be a sharp decline in the quality of education system in most of the public universities in Benue State. Indicators of such declining quality and wastage in the education system include higher drop-out, failure rates, rampant cases of examination malpractice, poor reading and writing skills" among students. Often times there is client reaction from many parents who could afford quality education these parents prefer to send their children to private schools in the study area. This could be as a result of the poor management of public universities or government inability to adopt appropriate effective administrative strategies that could enhance total quality assurance in public universities. It is based on this background that the study seeks to investigate the impact of quality assurance on management of public universities in Benue State.

#### **Statement of the Problem**

There is public outcry over the decline in standards in the university education, especially at quality of graduates these universities produced and send to the labour market. There seem to be great concerns by stakeholders such as parents, government and international bodies on education over quality assurance in secondary schools. Quality



assurance is aimed at remedying the damaging effects of high rate of school drop outs, low number of secondary school graduate and the inability of schools to impart meaningful skills thereby further reducing graduates of the system to mere certificate holders whom cannot do much to curtail this menace in the public universities in Benue State. All these seem to culminate to poor quality of products from public universities which could further compound the multi-faceted problems bedevilling the education system in Nigeria such as such as poor monitoring and evaluation, inadequate facilities and poor recruitment of staff in the universities are clear examples.

The management of public universities seems to be influenced by how the quality of monitoring and evaluation being carried out by the management staff and how effectively done to ensure effective job performance. The aim of quality assurance and standards is to ensure that aims and objectives effectively meet emerging needs and challenges. However, the monitoring and evaluation of public universities in Benue State seems to be inadequate and this seems to affect the performance of universities.

Personal observation of the researchers indicates that poor management of public universities in areas like provision of facilities by the management or government seem to have direct link with low staff and students' performance. This may be as a result of political class executing most of projects in the universities instead of technocrat. Often times, the facilities provided in the universities are sub-standard not measuring up to the standard and this resulting into spoiling before their life span. It is against this background that the researchers embarked on this study. The problem of this study is therefore put in question form thus: What is the impact of quality assurance on management of public universities in Benue State?

### **Purpose of the Study**

The main purpose of the study was to investigate the impact of quality assurance on

management of Public Universities in Benue State. The study specifically sought:

1. Ascertain the impact of monitoring/evaluation on the management of public universities in Benue State, Nigeria?
2. Examine the impact of recruitment of staff on the management of public universities in Benue State, Nigeria?

### **Research Questions**

The following research questions guided the study:

1. What is the impact of monitoring/evaluation on the management of public universities in Benue State, Nigeria?
2. What is the impact of recruitment of staff on the management of public universities in Benue State, Nigeria?

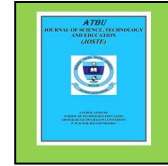
### **Hypotheses**

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

1. There is no significant impact of monitoring and evaluation on the management of public universities in Benue State, Nigeria.
2. There is no significant impact of recruitment of staff on management of public universities in Benue State, Nigeria.

### **METHODOLOGY**

The study employed a descriptive survey design. According to Emaikwu (2013), descriptive survey design is one in which a group of people or items are studied in their natural setting by collecting, analyzing and interpreting data from people considered to be a representative sample of the entire population. The design is considered most suitable for this study because it permits the collection of original data from the respondents themselves, describes the present conditions as they exist in their natural settings and allows only a representative of the population to be sampled. The population was 2,902 staff in two public universities in Benue State these include (1450 staff from Joseph Sarwuan Tarka University, Makurdi and 1452 from



Benue State University, Makurdi, Ochigbo 2021). The sample size comprises 290 representing 10% of the total of population of 2,902 staff from two public universities. This sample size agrees with Nworgu (2015) who asserts that 10%-20% representative sample of a population of 1,000 and more is ideal. The study employed multi-stage sampling procedure for the selection of respondents. This sampling is applied when different sampling techniques are used at several stages of sampling.

The instrument for data collection was a self-structured questionnaire titled "Quality Assurance and Management Questionnaire (QAMQ)". The questionnaire is divided into two sections: 'A' and 'B'. Section A contained instruction to the respondents, while section B consisted of 10 items structured Quality Assurance and management structured on the four point modified likerts scale of Strongly Agreed (SA) = 4, Agree (A) = 3, Disagree (D) = 2 Strongly

Disagreed (SD) = 1. The instrument was validated by two experts in Educational Management in the Department of Educational Foundation, Faculty of Education, Benue State University, Makurdi with reliability Cronbach's Alpha coefficient of 0.70. The instrument was administered to the respondents by the researchers with the aid of two research assistants who were chosen from the two universities in the study area. Mean and standard deviations were used to answer the research questions with limit of 2.50 and above was considered of having impact, while 2.49 below was considered of having low impact. Chi-square test of goodness of fit was used to test null hypotheses at 0.05 level of significance.

## RESULTS

**Research Question 1:** What is the impact of monitoring and evaluation on management of public universities in Benue State, Nigeria?

**Table 1:** Mean Scores and Standard Deviation on Impact of Monitoring and Evaluation on Management of Public Universities in Benue State.

Item No	Items Description	SA	A	D	SD	X	Std	Decision
1	Evaluation of students and staff by university management increase their performance in curriculum.	144	100	21	8	3.39	0.76	Agree
2	Constant supervision of staff assists them to adjust to appropriate method of teaching	137	118	6	12	3.39	0.74	Agree
3	Checking of university records enable staff to improve on their performance.	117	111	33	12	3.22	0.82	Agree
4	The feedback obtained from needs based assessment of learners helps to determine intervention strategy to improve learning outcome.	111	115	30	17	3.17	0.86	Agree
5	Evaluation assists the school managers to have holistic view of performance objectives of the school system.	121	71	67	14	3.10	0.94	Agree
<b>Cluster Mean/SD</b>						<b>3.25</b>		<b>Agree</b>

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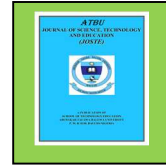


Table 1 indicates mean scores of items 1-5 as 3.39, 3.39, 3.22, 3.17 and 3.10 corresponding standard deviations of 0.76, 0.74, 0.82, 0.86 and 0.94. Based on the criterion mean of 2.50 all the items were above the cut-off point. This means that the respondents agreed that evaluation of students and staff the university authorities increases their performance in checking curriculum and constant supervision of staff assists them to adjust to appropriate method of teaching. The respondents also agreed that checking of school records enabled the staff to improve on their performance and the feedback

obtained from needs based assessment of learners, helps to determine intervention strategy to improve learning outcome and evaluation assists the school managers to have holistic view of performance objectives of the school system. The cluster mean was 3.15. It implies that there is impact of monitoring and evaluation on management of public universities in Benue State.

**Research Question 2:** What is the impact of recruitment of staff on management of public universities in Benue State, Nigeria?

**Table 2:** Mean Scores and Standard Deviation of Impact of Recruitment of Staff on Management of Public Universities in Benue State.

Item No	Items Description	SA	A	D	SD	X	Std	Decision
6	When staff are employed based on competency, he/she teaches more effective.	101	140	6	26	3.16	0.87	Agree
7	Filling the exiting vacancies in school with qualify teacher, it enable the school to excel.	108	80	67	18	3.02	0.95	Agree
8	Hiring staff and placing them in their areas of specialization, such staff performs better on the job.	117	105	27	24	3.15	0.93	Agree
9	Workers who are physically fit perform their jobs better.	155	48	44	26	3.22	1.03	Agree
10	When staff are employed based on their qualification, such staff perform better.	156	41	51	25	3.20	1.04	Agree
<b>Cluster Mean/SD</b>						<b>3.15</b>	<b>0.96</b>	<b>Agree</b>

Table 2 shows the mean scores of items 6-10 indicates as 3.16, 3.02, 3.15, 3.22 and 3.20 with corresponding standard deviations of 0.87, 0.95, 0.93, 1.03 and 1.04 respectively. All the items were above the cut-off point of 2.50. This means that the respondents agreed that when staff are employed based on competency, they teach more effectively and filling the exiting vacancies in the university with qualified staff, it enables the school to excel. The respondents also reported that hiring staff and placing them in their areas of specialization and such staff perform better on the job and that workers who are

physically fit perform their jobs better. They also agreed that when staff are employed based on their qualification, such staff perform better. The respondents also agreed that workers who are physically fit perform their jobs better. The grand cluster mean was 3.15 is above the cut-off point of 2.50. This indicates there is impact of recruitment of staff on management of public universities in Benue State, Nigeria.

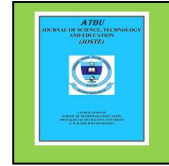
**Hypothesis 1:** Monitoring and evaluation have no significant impact on management of public universities in Benue State.

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**Table 3:** Chi-square test on Impact of Monitoring and Evaluation on Management of Public Universities in Benue State

	SA	A	D	SD	Total	df	Sig. Level	X <sup>2</sup>	P. Value	Decision
Observed	126	103	31	13	273	3	0.05	184.74 <sup>a</sup>	0.00	Sig.
Expected	68.3	68.3	68.3	68.3						

Table 3 shows the chi-square value of 184.74<sup>a</sup>, Df=3 and p = 0.00. Since, P-value of 0.00 is less than the alpha level of 0.05. The null hypothesis which states that monitoring and evaluation have no significant impact on management of public universities in Benue State is therefore rejected. This shows that monitoring

and evaluation have significant impact on management of public universities in Benue State.

**Hypothesis 2:** There is no significant impact of recruitment of staff on management of public universities in Benue State, Nigeria.

**Table 4:** Chi-square test on Impact of Recruitment of Staff on Management of Public Universities in Benue State, Nigeria

	SA	A	D	SD	Total	df	Sig. Level	X <sup>2</sup>	P. Value	Decision
Observed	127	83	39	24	273	3	0.05	174.07 <sup>a</sup>	0.00	Sig.
Expected	68.3	68.3	68.3	68.3						

Table 4 shows the chi-square value of 174.07<sup>a</sup>, Df=3 and p = 0.00. Since, P-value of 0.00 is less than the alpha level of 0.05. The null hypothesis which states there is significant impact of recruitment of staff on management of public universities in Benue State, Nigeria is therefore rejected. This shows that there is significant impact of recruitment of staff on management of public universities in Benue State, Nigeria

learning outcome and evaluation assists the school managers to have holistic view of performance objectives of the school system. This agrees with the finding of Gogo (2009) who found that increased school evaluation helps to establish quality assurance in order to maintain established standards and ensure quality control, monitor, and students' performance and assist teachers to select relevant text books, assess the school plant and ensure the adequacy of physical facilities and equipment for a conducive teaching-learning environment. This result also supports the findings of Ikediugwu and Chukwumah (2015) who found that urban schools significantly differed from the rural ones in terms of implementation and that there was significant difference in their monitoring and evaluation and this implied that the quality assurance practice was at the average level in secondary schools. This study also supports the findings of Lumosi and Mukonyi (2015) who found that there was significant impact of monitoring and evaluation on schools. This is, it clearly showed the shortage of personnel and financial challenges.

**DISCUSSIONS**

The study revealed that there is significant impact of monitoring and evaluation on management of public universities in Benue State. This study found that evaluation of students and staff by university management increases their performance in curriculum and constant supervision of teachers assists them to adjust to appropriate method of teaching. The study also discovered that checking of school records by evaluators enabled the school authority to improve on their performance and the feedback obtained from needs based assessment of learners helps to determine intervention strategy to improve

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This finding showed that evaluation and monitoring of students and teachers will increase management of universities in areas like planning, supervision and organising of school activities appropriately. The implication of this finding is that monitoring and evaluation of university improve the standard of university, it also improves the quality of graduates which will contribute meaningfully to the society.

The finding also revealed there is significant impact of recruitment of staff on management of public universities in Benue State. The result showed that when teachers are employed based on competency, they teach more effectively and filling the exiting vacancies in school with qualified teachers, it enables the school to excel. The study also found that hiring staff and placing them in their areas of specialization and such staff perform better on the job and that workers who are physically fit perform their jobs better and when staff are employed based on their qualification, such staff perform better. This result agrees with the findings of Uchechukwu and Uchechukwu (2017) who found that a significant relationship exists between staff management as measured by staff recruitment procedures, development programme, on staff academic productivity in private schools. This study also agrees with Onuma and Okpalanze (2017) who found that provision of infrastructural facilities, recruitment of qualified teachers, secondary school curriculum implementation and effective leadership management are quality assurance practices in secondary schools. The researchers discovers that employment of qualified and competent staff in the universities; it improves teaching and learning in the university.

## CONCLUSION

Quality assurance is a programmed, an institution or a whole education system. It includes attitudes, objectives, actions and procedures that through their existence and use, and together with quality control activities, ensure that appropriate academic standards are being maintained and enhanced in and by each programme. Based on

the findings of this study, it was concluded that there is significant impact of monitoring and evaluation, recruitment of staff and provision of facilities on management of public universities in Benue State.

## RECOMMENDATIONS

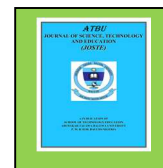
Based on the findings of this study, the following recommendations were made:

1. University management should set up a monitoring and evaluation committee that could enable them monitor and evaluate staff to promote capacity building within staff through training to improve knowledge, pedagogical skills and competence of staff in all areas for improved teaching-learning process in universities.
2. University governing council should use appropriate criteria in selecting and appointment of qualified staff in universities. This could be done through formal recruitment methods that will enable universities to attract the right teachers for selection.

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