INFLUENCE OF ACCREDITATION EXERCISE ON ACADEMIC STANDARDS IN COLLEGES OF EDUCATION IN NORTH-WEST GEO-POLITICAL ZONE, NIGERIA

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FEBUARY, 2015

DECLARATION

I declare that the work in this thesis entitled Influence of Accreditation Exercises on Academic Standard in Colleges of Education in North-west Geo-political Zone Nigeria has been carried out by me in the Department of Vocational and Technical Education. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree at this or any other Institution.

_____ _____

Sani ABUBAKAR Date

CERTIFICATION

The thesis entitled" Influence Of Accreditation Exercise On Academic Standard In Colleges Of Education In North-West Geo-Political Zone, Nigeria" is written by SANI ABUBAKAR meets the regulations governing the award of the Degree of M.Ed Business Education of Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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Prof. A. Z. Hassan Dean School of Postgraduate Studies	Date

DEDICATION

This research work is dedicated to my late beloved father, Mallam Abubakar Ibrahim, and my late mother, Hajiya Fatima Abubakar Ibrahim.

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Praise be to Allah (S.W.T) the Owner of everything for helping him to bring this programme to a successful end. In the course of carrying out this research work, many people have contributed in one way or another. To all of them, the researcher remains eternally appreciative. The researcher has to acknowledge the unflinching support, both morally and spiritually, given by my beloved parent and family for their patience and prayer for the success of the prgoramme, others include brothers and sisters as well as his daughter, Fatima Sani Abubakar Ibrahim.

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ABSTRACT

This research work was carried out to establish the influence of accreditation exercise on academic standard in colleges of education in North-west Geo-political zone, Nigeria. The general objective of this study is to determine the influence of National Commission for Colleges of Education accreditation exercises on academic standard in Colleges of Education in North-west Geo-political Zone, Nigeria. The researcher raised four research objectives, four research questions and four null hypotheses. The survey research designed was employed. The population for the study consisted of 3,577 academic staff and 30,202 NCE III students across the zone. The data were collected by the researcher through the administering of questionnaire from the sampled lecturers and students. The collection of data was done through personal administration and employment of trained research assistants in each respective College of Education. The researcher used four weeks for collecting the data. Based on the major findings the NCCE accreditation exercises had significant influence on quality of instruction in colleges of education in north-west geo-political zone, Nigeria and the NCCE accreditation exercise had significance influence on physical quality of facilities in Colleges of Education in North-west Geo-political Zone Nigeria, NCCE accreditation exercise had significant influence on quality of instructors and facilities in colleges of education in North-west Geo-political Zone Nigeria and NCCE accreditation exercise had significant influence on delivery of curriculum content in colleges of education in North-west Geo-political Zone Nigeria. On the basis of the findings the researcher concludes that the exercise is not making serious influence on quality of instruction, physical quality of facilities, quality of instruction and facilities and delivery of curriculum content in Colleges of Education in North-west Geo-political Zone, Nigeria. The researcher made four recommendations among them is that, NCCE should fine more appropriate instrument that will ensure growth passages of quality education to the recipients and the NCCE accreditation visit on academic programmes should be done after every two years instead of the normal five years.

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LIST OF ABBREVIATIONS

CHEA: Council for Higher Education Accreditation

EFA: Education for All

ISL: Individualized Strategies of Learning

IST: Interactive Strategies of Teaching

INQAAHE: International Network of Quality Assurance Agencies in Higher Education

PST: Presentation Strategies of Teaching

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is the fundamental pillar of any progress and it is critical to the development of Nations. Therefore, the progress of any society depends on its academic institutions, which are helpful to it in the acquisition of knowledge and related experiences. The major aim of any academic institution is to ensure transfer of quality education to its recipients. Quality education is what makes society to meet the challenges of the modern world. It is the instrument of bringing about permanent change in the behavior of learners. It provides capable manpower in all fields of human endeavor; teachers, medical doctors, lawyers.

The establishment and maintenance of quality education in some schools are mostly the responsibility vested in government at different levels, i.e. Federal, State and Local Government. This is because the schools are owned and managed by them. Government uses some agencies to ensure that the quality of education given at different levels of learning is up to the standard expected. According to Ismail (2008), these agencies in Nigeria include National Universities Commission (NUC) for Universities, National Commission for Colleges of Education (NCCE) for Colleges of Education and National Board for Technical Education (NBTE) for Polytechnics and Monotechnics.

National Commission for Colleges of Education, which is the supervisory body in-charge of ensuring the education given in Colleges of Education, is up to the required standard uses accreditation exercise to maintain such standard. The accreditation exercise is carried out by NCCE through team of assessors sent to various Colleges of Education in the

country. The teams comprise of academicians who have experience in various disciplines. The teams check to ascertain that facilities and manpower are up to the expected standard. The exercise is done after every five years; programmes that fail to meet the desired standard are denied the accreditation which means stopping the programmes. Some programmes may be given interim accreditations which means they are given tentative accreditation subject to fulfilling the requirements in due cause.

Quality education is the right of every citizen, not a privilege that may be granted or withheld by whoever is in-charge. For quality education to be achieved, it is important that the principal factors are put in place; these include teachers, the learning environment and the students. The Teachers must be adequate in quality and number to adequately produce quality graduate for effective nation development.

Quality assurance is a set of activities or procedures that an organization undertakes to ensure that standards are specified and reached consistently for a product or service. Its goal is to create reliable systems by anticipating problems and designing procedures to avoid as many errors and faults as possible (Oguntimehin, 2004). It is a systematic management and assessment procedure adopted by higher education institutions and system in order to monitor performance against objectives and to ensure achievement of quality outputs and quality improvements.

The NCCE rationale behind the accreditation exercise is the maintenance of academic quality. The Academic quality deals with the issues of relevance, functionalism and efficiency of an educational system in the achievement of national goals. This effort is making government to believe that somebody is watching what is done in our various institutions. In most cases in the Colleges of Education, some programmes are accredited

though there is problem in the nature of the staff they are employing, the nature of their output and the facilities claimed to be owned by them and or even their curriculum. This may be due to the fact that some of the staff are hired; some facilities are borrowed for the period of the accreditation exercise. It is on the basis of this that one may easily deduce that the provision of the facilities is not for the real purpose but for getting programmes accredited. This may be one of the major reasons why programmes are accredited are not free from problems of lack of manpower and facilities. It is on the ground of the highlighted variables that the researcher conducted a study to determine the level to which the National Commission for Colleges of Education (NCCE) accreditation exercises influences the academic standard, provision of quality facilities and curriculum delivery in Colleges of Education in North-west Geo-political Zone of Nigeria

1.2 Statement of the Problem

Since the introduction of the accreditation exercise by National Commission for Colleges of Education in 1993, as a means of quality assurance, there seems to be some level of important in the colleges of education in Nigeria. This is because; government tends to spend huge sums of money and time on funding the colleges. The researcher observed that, in many tertiary institutions, particularly colleges of education has to do with inability to show evidence of good quality academic staff and facilities. Sometimes resort to having part time or what is popularly referred to as adjunct staff today. These can hardly give their best on the institutions programmes.

It is on the above ground of inadequacy that the researcher considered that, conducting a study may help on determining the level which the NCCE accreditation exercises have helped on influencing the academic standard on term of provision of quality

facilities and curriculum delivery on colleges of education in North-west Geo-political zone of Nigeria. In general, there are some levels of inadequacies in various aspects of the programmes of colleges. These defects usually neglect in the NCCE negative accreditation reports. However, NCE institutions often claim that the NCCE accreditation is usually biased against them.

Indeed, the researcher is interested in verifying such claims, by undertaking quality assessment in colleges of education on the influence of accreditation exercises on academic standard in colleges of education in north-west geo-political zone Nigeria

1.3 Objectives of the Study

The general objective of this study is to determine the influence of National Commission for Colleges of Education accreditation exercises on academic quality, provision of quality facilities and curriculum delivery in Colleges of Education in North-west Geo-political Zone, Nigeria. The specific objectives were to:

i. determine the influence of NCCE accreditation exercise on academic quality in Colleges of Education in North-west Geo-political Zone Nigeria
ii. determine the influence of NCCE accreditation exercise on provision of quality facilities in Colleges of Education in North-west Geo-political Zone, Nigeria
iii. determine the influence of NCCE accreditation exercises in sustaining quality facilities in Colleges of Education in North-west Geo-political Zone Nigeria
iv. determine the influence of NCCE accreditation exercise on curriculum delivery in Colleges of Education in North-west Geo-political Zone, Nigeria

1.4 Research Questions

For the purpose of this research work the following research questions were raised:.

i. what is the influence of NCCE accreditation exercise on academic standard in Colleges of Education in North west-Geo-political Zone, Nigeria?

ii. what is the influence of NCCE accreditation exercise on provision of quality facilities in Colleges of Education in North-west Geo-political Zone, Nigeria?

iii what is the influence of NCCE accreditation exercise on sustaining of facilities in Colleges of Education in North-west Geo-political Zone, Nigeria?

iv what is the influence of NCCE accreditation exercise on curriculum delivery in Colleges of Education in North-west Geo-political Zone, Nigeria?

1.5 Research Hypotheses

In line with the specific objectives and research questions, the following null hypotheses were tested.

i. NCCE accreditation Exercises has no significance influence on academic standard in Colleges of Education in North-west Geo-political Zone, Nigeria.

ii. NCCE accreditation Exercises has no significance influence in provision of quality facilities in Colleges of Education in North-west Geo-political Zone, Nigeria.

iii. NCCE accreditation Exercises has no significance influence in sustaining quality facilities after the exercise in Colleges of Education in North-west Geo-political Zone, Nigeria

iv. NCCE accreditation Exercises has no significance influence on curriculum delivery in Colleges of Education in North-west Geo-political Zone, Nigeria.

1.6 Significance of the Study

The result of this research will be of importance to NCCE, Management of the Colleges of Education, Government that own the institution, academic staff and the students. The National Commission for Colleges of Education will benefit from the result of the study by knowing whether the members of accreditation teams are doing the actual assessment they are asked to do or not, the commission will also know whether academic quality and provision of quality facilities and curriculum delivery are maintained in the colleges of education.

The management of the Colleges will benefit from the result of the study by knowing whether the exercise is validly assessing the academic quality, quality facilities and curriculum delivery as all these are subject of assessment by accreditation teams. The academic staff of the institutions will benefit from the result of the study by knowing whether the exercise they have been passing through, has been helpful to their academic activities and for reputation of their institution.

The students of the institutions will benefit from the result of the study as it will bring to the awareness of government concerned about the standard of their programmes for them to enjoy quality facilities and lecturers among others. The students will gain because the exercises is meant to ensure maintenance of standard in the colleges

The various governments owing the Colleges will benefit from the result of the study the level of influence of the exercise on the general academic activities in the different colleges, (whether they performs what they are set out to perform, whether the money spent on the exercise is worth spending).

1.7 Basic Assumptions for the Study

Based on the objectives of the study, the following assumptions were made:

i. Accreditation exercise helps in obtaining minimum standard in Colleges of Education in North-west Geo-political Zone, Nigeria.

ii. Needed facilities are always provided in Colleges of Education in North-west Geo-political Zone, Nigeria.

iii. Curriculum is a ground which students and lecturers cover in order to reach the goal or objective of education in North-west Geo-political Zone, Nigeria

iv Facilities provided are always sustained in Colleges of Education after the exercise in North-west Geo-political Zone, Nigeria

1.8 Delimitations of the Study

The accreditation exercise by the National Commission for Colleges of Education (NCCE) is an exercise that is done for all the programmes in all the colleges of education in Nigeria. This study however, was delimited to eleven (11) colleges of education, (Federal and State) in North-west Geo-political Zone of Nigeria. The study was delimited to students and academic staff of Vocational and Technical Education programmes. This is because they are among the direct beneficiaries of the accreditation exercise.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviewed literatures related to the study; the review was done under the following sub-headings

2.1 Theoretical Framework

2.2 Historical Development of National Commission for Colleges of Education

2.3 Accreditation of Academic Programmes in Educational System

2.4 Aims and Objectives of Accreditation in Educational System

2.5 Academic Standard in Education

2.6 Quality Control in Educational System

2.7 Curriculum Implementation in Nigeria

2.8 Curriculum Delivery in Nigeria

2.9 Infrastructural Facilities in Colleges of Education Based on Minimum Standard

2.10 Empirical Studies

2.11 Summary

2.1 Theoretical Frame-work

The Systems Theory propounded by David (1965) was used in this study. The theory deals with interrelationship and interdependence among, individuals, group, institutions and sub-system, According to the theory, input refers to actions, contributions and demands, while output represents reactions from the system that gets to the people, in form of projects and policies through a process called feedback.

Accreditation is a process of self-study and external quality review used in higher education to scrutinize an institution and/or its programmes for quality standards and needs for quality

improvement. The process is designed to determine whether or not an institution has met or exceeded the published standards (set by an external body such as government, National Quality Assurance Agency, or professional organization), for accreditation, and whether it is achieving its mission and stated purpose. The process usually includes self evaluation, peer review and site visit. Accreditation is the establishment of the status, legitimacy or appropriateness of an institution, programme or module of study.

Accreditation standards and guidelines in Nigeria educational system is aimed at strengthening programme for quality assurance and quality improvement. It is a process that aids institutions in developing and sustaining effective educational programmes and assures the educational community the general public, and other organization that the accredited institution has met high standards of quality and effectiveness. The council for Higher Education Accreditation (CHEA 2001) defined accreditation as a process of external review used by higher education to scrutinize Colleges and educational programmes for quality assurance and quality improvement. However, the extent to which each tertiary institution accepts and fulfils the responsibilities inherent in the process is a measure of its concern for freedom and quality in higher education and of its commitment to strive for and achieve excellence in its endeavors.

The theory is relevant in this study because any unchecked conflict in the education sub-sector could spread and constitute a threat to other sectors and the entire system as a whole. This is because the outputs are going back to society that is the reason why quality assurance should be maintained.

2.2 Historical Development of National Commission for Colleges of Education

The National Commission for Colleges of Education (NCCE) which is the main focus of this study was established by decree (now act) 13 of 17th January, 1989 (Amended act 12 of 1993) as a completion of tripod of excellence in the supervision of higher education in the country. The establishment of the commission was as a resultant of the utmost importance accorded to quality teacher education by the Federal Government of Nigeria. Since inception, the commission has continuously pursued goals of quality assurance in teacher education. The pride of the commission is based on the seminal philosophy in the National Policy on Education (NPE) which states that no education can rise above the quality of its teachers.

For over one and a half decade of its existence, the commission had ensured that teacher education contributed immeasurably into national development. In pursuit of its objectives, the commission had standardized and continuously reviewed the curriculum of the Colleges of Education. This constant review of the curriculum had strengthened the capacity of Nigeria Certificate in Education (NCE) graduates. After the laying down of minimum requirements for the Colleges of Education, the commission had gone ahead to accredit their courses. The accreditation of the courses is carried out once in five years.

NCCE, (2012) Minimum Standard

2.3 Accreditation of Academic Programmes in Educational System

Educational activities run by institutions are subject to one aspect of evaluation or the other and accreditation is one of these aspects of evaluation. Accreditation in education is the recognition given by association or agency to institutions that satisfy specific standard or quality (Chernay, 2003). Many authorities looked at accreditation and give their kind of view for example, Okebukola (2006), defined accreditation as the establishment of the status, legitimacy or appropriateness of an institution programme (i.e. composite of modules or

module of study). Okwuanaso (2009), looked at accreditation from the point of view of medical education and defined it as self regulatory process by which governmental and non-governmental, voluntary association or rather statutory bodies grant recognition to educational programs or institution that meet stated criteria of educational quality and he added that, educational institution are measured against certain standard by a review of written information, self studies, site visits to the educational programme, and thoughtful consideration of the findings by a review committee of Oliveira (2010). Accreditation is also seen as a desirable and the motives of those support its excellence.

The Council for Higher Education Accreditation (CHEA, 2001); described accreditation as the external quality review used in higher education to scrutinized Colleges, Universities and higher education programs for quality assurance and quality improvement, success result in an accredited institution and their programme will lead to qualitative output. This basic idea has remained unchanged over the last decade, although Chea (2001) definition is rather more specific: accreditation assures the educational community, the general public and other agencies or organizations that institution or programme

i. has clearly defined and educationally appropriate objectives
ii. maintains condition under which their achievement can reasonably expected
iii. is impact accomplishing them substantially and can be expected to continue to do so

Chea (2001) commented that it is noteworthy that, in this definition of accreditation there is no requirement to judge whether the objectives of institution or programme are to meet any specified or threshold standard. However, in elaborating what accreditation exercise involves, Chea (2001) suggests standard monitoring by stating that accreditation involves, a collegial process of soft-study and external peer view for quality assurance,

accountability and quality improvement of an academic institution or programme designed to determined whether or not has met or exceed the published standard of its accrediting association and is achieving it mission and stated purpose (CHEA, 2001).

Fraser (1994) opined out that, in some countries accreditation would imply that at least a threshold standard was intended and being achieved. For example in the United Kingdom professional bodies accredit courses of study (programs), meaning that graduates will be granted professional recognition. In line with the Fraser's idea (1994) reinforced it in its two definitions of accreditation.

i. *The process by which a non-governmental or private body evaluates the quality of a higher educational institution as a whole or of specific educational programme in order to formally recognized it as having met certain predetermined minimal criteria or standards. The result of this process is usually the awarding of status (yes/no decision) of recognition and sometimes of a license to operate within time limit validity.*
ii. *The instrument by which one institution, without its own degree awarding powers of which chooses not use its awarding powers, gains wide authority to, award and or gains recognition of its qualifications from another competent authority and to exercise powers and responsibilities for academic provision. This authority may be the state, a governmental agency or another domestic/foreign higher education institution considering the central idea in most of the definitions given above, the accreditation centers around the evaluation of standard and quality of academics which the curriculum, the structures, facilities among others.*
(Moses and David, 2008)

2.4 Aims and Objectives of Accreditation in Educational System

An accreditation exercise must have definite objectives or goals that it is targeted to achieve looking at the various definitions of accreditation given in the previous paragraphs one can easily deduce that, any well designed accreditation should aimed at providing qualitative education and which could only be achieved when there is adequate facilities, qualified manpower, curriculum implementation and well delivery among others and hence, provision of all these and assessment of them should be the objective of the exercise, in line with the objectives of an accreditation exercise Isyaku (2010) highlighted that accreditation involves visitation to assess:

a. The quality of academic programmes
b. The quality of curricula that prepare the student for competence in chosen field
c. The quality and number of teaching, administrative and technical staff.
d. The quality of physical facilities and equipment available
e. The quality of administration and leadership of the programme.
f. The level of funding

Accreditation exercise is characterized by having some feature which improves quality of academic activities. It is the act of engaging an agency to assess the performance of an institution. International Network of Quality Assurance Agencies in Higher Education (INQAAHE, 2001), gave some characteristics of accreditation as follow:

a. Accreditation is a formal decision
b. Accreditation is based on an overall assessment of the higher educational institution and its core activities.
c. Accreditation is based on the assessment of at least minimum requirements (threshold)
d. Accreditation concern yes/no conditional decision
e. Accreditation will have consequences, for example
    i. In the professional field
    ii. Concerning recognition
    iii. Concerning funding
    iv. Concerning student aids

In the same vein, Harvey (2008), described accreditation exercise as having three characteristics first, accreditation is a process applied to applicant organization second,

accreditation is the level that an institution or programmes may acquire as a result of accreditation procedures and third, accreditation is an abstract notion of a formal authorizing power.

Accreditation provides standard of excellence that help encourage educational institutions to improve the programmes. It also assist prospective students in identifying quality institutions, facilities, the transfer of students from one institution to another, establishes criteria for certification in professions and provides accountability for an institutions educational quality. In addition, accreditation is one of several consideration used to determine which institution deserved to receive fund from government, in line with this, Campbell and Rozyyai (2002), described accreditation to have the following characteristics:

a. It provides proof that certain standard is being met in a higher education course, programme or institution. The standard met can either be minimum standard or standard of excellence
b. It involve bench marking assessment
c. Judgment are based solely on quality criteria never on political characteristics and yes/no the emphasis on accountability.

Accreditation exercise can basically be classified into two main classes' i.e. institutional and specified accreditation (Harvey 2008). The institutional accreditation indicates that, the entire institution has met certain standard of educational quality. Institutional accreditation suggests that each of an institution's parts such as its academic department contribute to the achievement of the institution general educational objectives, various regional and national accreditation associations perform institutional accreditation. Specialized or programmatic accreditation on the other hand usually refers to the assessment

of specific programme, departments or schools that make up an institution. An accredited unit may be as large as College or Faculty within a University or as small as curriculum within a specific academic discipline. Most of specialized or programmatic accrediting agencies examine units within institution that are already accredited by region or national associations or agencies example National Universities Commission (NUC) National Commission for Colleges of Education (NCCE) among others. Okwuanaso (2009) identified three types of accreditation:-

Full accreditation Status, Interim accreditation status and Denied accreditation status.

1. **Full Accreditation Status** – A full accreditation status is achieved by programme when it has a total overall score of 70% and above, in addition to scoring at least 70% in each of the core areas of staffing, academic content, physical facilities and library. A programme with full accreditation status is formally re-visited after five years.
2. **Interim Accreditation Status** – A programme is awarded interim accreditation status when it has a total overall score less than 70% but with a score of less than 70% in any of the core area like staffing, academic content, physical facilities and library. An interim accreditation status last for two years, after a re-visitation/re-accreditation is conducted.
3. **Denied Accreditation Status** – A programme falls into denied accreditation statues if its overall score is lower than 60%. A denied accreditation status implies no further student enrolment until the programme is re-visited and re-accredited (Monohara, 2012).

> Where a programme earns a full accreditation status, academic planners endeavour very hard, not only to sustain this status, but to improve significantly upon it. In case of an interim accreditation status, academic planners liaise with the concerned department, to ensure that the departmental accreditation committee in collaboration with the academic planning unit studies the deficiencies and address the deficiencies that could be directly remedied by the department and ensure that they are remedied

In trying to throw light to the process of accreditation Ademuliyi and Okwuanaso (2009), said an institution for a programme request for accreditation materials from the respective regulatory agency items which includes forms, which on completion are returned to the agency. The agency thereafter raises a panel of processionals to confirm the veracity of the institution's claim in regard of programme goals and objectives, curriculum, entry behaviour of students into the programme, management of the programme, adequacy of physical facilities, human resources, availability of text and relevant materials and method adopted for evaluating students work.

The panel will also observe factors which cannot be adequately described in written statements. At the end of the visit, and exist, interview would be held between the panel and the school authorities during whom the panel highlights its major observation. The institutions may then point out any part of the report which does not reflect the correct situation. Panelist may subsequently correct the draft which will be made available to the head of the management. The institutions comments together with the original report would then be returned to the executive secretary within fourteen days after the visit.

The full report with any complaint from the institution will be presented to the board through the programme evaluation, which recommended the granting or denial of accreditation. After all these, dissatisfied institution can appeal to the board decision within thirty days of notification. A four man panel would then be constituted to study the appeal; the board may resultantly set aside or uphold its earlier decision. Isyaku (2010) highlighted also on the process of accreditation that during the exercise, external mechanisms are evolved to check the internal efforts by individual Colleges to engender quality. Panelists from Universities, Colleges of Education and Polytechnics are constituted to examine the generated report by the group are later validated by the in depended judgment of the commission programme officers who are themselves expert in their respective disciplines. On the bases of predetermined criteria, Colleges are awarded full or interim or denied accreditation, which impact its status in the eyes of professional bodies, NCCE, parents and the Nigerian public.

Any accreditation exercise must have a definite procedure that it is to be researched, its logical conclusion, this is why Redmond (2007), suggested that any fully developed accrediting for any agency includes five steps:

a. Establishing standards or criteria of academic excellence in collaboration with educational institutions
b. Developing procedure that enable institution to perform an in depth self evaluation to determine whether they meet the established standard.
c. Performing an onsite evaluation to determine first hand, if the institution meets the established standard.

d. Publishing a list of institutions that have met these requirements and have been accredited by the agency and
e. Periodically reviewing approved institutions to determine whether they continue to uphold the standard of educational quality.

It was added that, all types of accrediting agencies employed these steps but specific criteria and the procedures for inspection or examination may differ from agency to agency.

The importance of accreditation to the newly and already established institutions as well as the community enjoying the education needs not to be overemphasized, it is in the emphasis of this that Gusau (2006) said that accreditation is the most important quality control implement. It is important to note that quality control is the instrument for ensuring the acquisition of qualitative education. Ademuliyi (2009) recommended that there is need to raise staff awareness of national development in assessment and accrediting of competence and prior learning achievement. Okwuanaso (2009), view about the importance of accreditation did not differ from the views of others where he said programme accreditation is the strongest instrument available to ensure that academic programme meets the established standard. In line with the importance also, Isyaku (2010), supported the importance of the exercise by stressing that, accreditation is one possible outcome of quality assurance.

According to UNESCO (2004), there are two basic types of educational accreditation, one identified as "institutional" and one referred to "specialized" or "programmatic", institutional accreditation normally applies to an entire institution, indicating that each of an institution's parts is contributing to the achievement of the institution's objectives, although

nor necessary all at the same level of quality. The Accrediting Commission (NCCE) for example, performs institutional accreditation, as other national accrediting agencies do, such as the board (NBTE). In Nigeria, specialized accrediting is a voluntary process and institutions choose to apply for accredited states. If accredited, such an institution agency to abide by the standards of their accrediting agency and to regulate itself by taking responsibility for its own improvident. Quality assurance has been an issue that the fore frond of educational system concerns for the past decade. It is the set of planned and systematic actions necessary to provide appropriate confidence that a product or service will satisfy the requirements for quality. Advocates of the system theory further argue that with good policies and programmes in place through an effective input and output ,process, conflict and industrial unrest within any system will be minimized, especially the conflict between the panelist and Colleges administrators.

Quality assurance in College of Education system implies the ability of the institution to meet the expectation of the users of manpower in violation to the quality of skills acquired by their output (Ademuliyi and Okwuanaso, 2009) equally; it can be said to the ability of the Colleges of Education to meet certain criteria violating to academic matters, staff-students ratios. Staffs mix by rank, staff development, physical facilities, funding and adequate facilities.

2.5 Academic Standard in Education

Academic quality/standard and quality education are terms used interchangeably as cited by Gusau (2006); he described academic quality as quality education and as the one dealing with the issues of relevance, functionalism and efficiency of an educational system in the achievement of national goals and priority. Academic quality is expended beyond its

conventional definition to include elements specific to our non-traditional body (Bravo and Pearson 2005)

The standard of education and the level of achievement can be measured by the quality of its input and output. Quality in real sense implies the degree of excellence of something. Academic quality therefore, refers to the degree of excellence both in educational input and output. Quality in higher education is a multidimentionary concept which should embrace all its functions and activities, teaching and academic programme research scholarship, staffing, students, building, facilities requirement, serving to the community. Oliveira (2010)

Quality is the degree or level of excellent, degree of conformity to standard and interest or enduring good trait or characteristics that makes a person someone special or superior (Ismail, 2008). Joseph (2008) define quality as the totality of features and characteristics of a products, process or service that bears on its ability to satisfy its stated or intended needs, quality in education in forms our decisions and beliefs about where and about how learning should take place (Oliveira, 2010)

Quality connotes competency, efficiency, durability or desirable features and hence academic quality centers on the totality of features and characteristics of an educational system.

Similarly, Okwuanaso (2009), defined quality as a concept which emphasizes the worth of appropriateness of the resources available in education, quality is better measured by input because teaching process is generally easier to measure. In addition, quality depends on some learning variables at home, in the community and the media.

Academic quality touches the aspect of teaching and learning quality assurance, in higher education student's recruitment and admission (Moses and David, 2008) Academic quality as highlighted by Ademuliyi (2009) covers the aspects of regulations, regularity of lectures, teachers commitment, quality practical and project requirements, external moderations scheme and employers rating graduates. He added that others concern includes: appropriateness of goals and objectives of the programme; standard and quality of student work. Appropriateness and clarity of policies on admission relation, withdrawals, expulsion and graduation of students success rate, quality of test and credibility of assessment.

According to Isyaku (2010), quality in academics is determined by nation educational objectives. Isyaku (2010), while explaining quality assurance of Nigeria education sees academic quality as an improved teaching and learning activities which will be achieved via pathways of employing mechanism. This agrees with the definition of Gbadamosi (2011) that academic quality is multidimensional concept which should embrace all its functions and activities, teaching and academic programme, research and scholarship staffing, students, building, facilities, equipment, services to the community and the academic environment. Academic quality can also be seen as the describing the level of achievement that a student's has to reach to gain academic award for example degree.

The standard quality is not static; rather it varies with time and societal expectations. The term academic quality is one that welcomes the learner and can adapt to meet the learning needs. This education strives to ensure that all learners regardless of sex, age, language, religion and ethnicity are reached, that they have opportunity of participating in the learning from organized learning activities, (UNESCO, 2004). Matsura (2005), in the forward of the EFA (Education for All) (2005) global monitoring report, said that academic

quality must be seen in the light of how societies define the purpose of education. In other words what defines the academic quality is what the education can bring about, what it will be used for. This agrees very much with the saying that, if purpose is not known abuse is inevitable. Unless we put clearly before us precisely what we want education to achieve for us, it will just be another routine.

According to Matsura (2005), academic quality in education can do the following for the nation:

1. National development: the more education the citizens of a country have, the more chances that nation has for more innovation, productivity and technology; this will also boost the income for the nation. Development in itself is the act of or process of transformation from lower level to a higher one. A nation that is independent on other nations for greater part of its resources is far away from development and without looking too deep, the problem will be traced to the educational level of the nation. Education is a means of building human resources, which determines the excellence and expectations of any society. It is precise course for shaping and improving the minds of members of the society. The point is if science and technical education is everything or just about everything it ought to be, then Nigeria by now should be boasting of at least one mouth of uninterrupted power supply. Matsura (2005), further proceeds as:
2. Unity: in the outline of the aim and objective of the National Policy on Education for Nigeria, Matsura (2005) described a united nation as one in which all section and component parts identified with some goals and see themselves as one and as when this is achieved that is when one will talk of academic quality.

3. Healthy competition-qualitative education used to be the builder of a healthy competition within and outside the country.
4. Self reliance: with the outburst in population, sound academic quality can make the populace to be self reliant.

Still about the concept of quality, Gusau (2006); looked at it as an abstract and difficult to put it in a concise form but there are number of characteristics/features that may be identified. According to Gusau (2006), these characteristics include, conformance to requiring meeting the customer requirement, fitness of a product or service, satisfying stated or implied needs, excellent achievement by responding to market led forces, providing efficient and effective services to customers, preventing things from going wrong and getting everything right first and every time, involving everyone concerned from conception to after sale service. He later describes quality education as academic quality i.e. dealing with the issues of relevance, validity and functionalisms and efficient of an educational system in the achievement of national goal and priority.

Talking about quality education or academic quality cannot be separated from the issue of the control measure put emplace i.e. quality control. It is in line with this that, Ademuliyi (2009), while explaining instrument for ensuring academic quality stressed that the issue of academic quality embarks on quality measures like the accreditation exercise among others.

2.6 Quality Control in Educational System

Quality control is the total quality management and quality assurance are terms used inter changeable and they refer to management methods used to enhance quality and

productivity in organization. Quality control is a process employed to ensure a certain level of quality in a product on service (Shore and Wagner, 2003). Quality control is a procedures intended to ensure that manufacture service adheres to a define set of quality, criteria or meets requirement of the clients or customers. (Brown and Campione, 2006)

Quality control is a comprehensive system approach that works horizontally across an organization, involving all departments and employees and extending backward and forward to include both suppliers and client (Fraser 1994). The origin of quality control in an organization as a system of improving, managing and maintaining standard in industrial setting to the World War II which was attributes to Edward Demine which aimed at maintaining the standard of the product of his organization (Fraser 1994). Quality control is a process by entities review the quality of all factors involved in production (Beck and Crown 2006).

Quality control in educational sector does not have any difference with it in any other sector if not for the nature of the product as the main aim is to maintain standard. Any well designed educational system should have a quality control measure to enhance and maintain a certain standard, it is in line with this that, Okwuanaso (2009) highlighted that, Polytechnic Education is been subjected to quality control by National Board for Technical Education (NBTE) through the use of many instrument one of which is accreditation exercises. He therefore, went ahead to say that accreditation is Polytechnics most important quality control implement of checking performance.

Gusau, (2006), while describing quality education stressed that, a quality control either informs of accreditation should be employed to maintain standard quality control deals with the quality of particular education or product (Shore and Wagner 2003). Quality control in

schools as stated by Oliveira (2010) stressed the need to ensure that education is strictly followed desired standard.

Any successful quality control should encompass some attributes which will make it to achieve its desire objective i.e. enhancing and maintaining standard of educational and academic activities. In line with this Ademuliyi (2009), said that a quality measures should have the attribute of assessing the

i. Quality of academic programme
ii. Quality of curricular that prepare students for competence
iii. Quality of physical facilities among others

Quality control is a mechanism for ensuring that an output (product) or service conform to predetermine, specification or goal (Brown and Campione, 2006)

In the same vein Gusau (2006), pointed out that, a quality control which is a means to ensure continuing credibility of technology education programme should have the attribute of assessing each and every element of competence. Similarly, Omeregie (2008) also gave six attributes of successful quality control as;

1. Customer focus (include internal customer as other departments and co workers as well as customers)
2. Process focus
3. Prevention versus inspection (development of a process that incorporates quality during production, rather through inspection after resources have already been consumed to produce the goods or service)
4. Employee employment and compensation.
5. Fact based decision making.

6. Receptiveness to feedback

Looking at these views, one can deduce that any successful quality control is attributed to incorporating any instrument that can enable it to succeed. Quality control as an important instrument for maintaining standard, it must be guide by some principles. These principles according to Gusau (2006) are:

a. Policy, planning and administration
b. Product design and design control
c. Control of purchased material
d. Production quality control
e. User contact and field performance
f. Corrective action and
g. Employee selection training and motivation

All the principles are successfully leading to and providing effective quality control. As any type of quality control measure should be guided and supported by a policy like for example, the accreditation by National Commission for Colleges of Education is supported by the act of 1993, it also has to be planned and administered by a supervisory body which is the NCCE, department of academic programmes. The implementation of quality control for assessment may be on phase basis as suggested by Joblouski (1999) where he offers a five phase guideline for implementing quality control which are, preparation, planning, assessment, implementation and diversification. He farther added that, each phase is designed to be executed as part of long term goal of continually increasing quality and productivity. Joblouski (1999) went ahead to elaborate these phase as follows:

a. Preparation: during preparation, management decides whether or not to pursue a quality control programme and this phase even involve decision for going out.
b. Planning: in the planning stage, detailed plan of implementation is drafted (including budget and schedule), the infrastructure that will support the programme is established and the resources necessary to begin the plan are earmarked.
c. Assessment: this stage emphasizes on thorough self-assessment with an input.
d. Implementation: at this point, the organization can already begin to determine its return and its investment on quality control. It is during this phase that support personnel are chosen and trained. Training entails raising workers awareness of exactly what quality involves and how it can help and it explains each worker role in the programme and explains what is expected of all workers.
e. Diversification: in this stage, managers utilize their quality control experienced and successes to bring groups outside the organization, the quality process. Diversification activities include training rewarding supporting and partnering with groups that are embraced by the organization's quality control initiatives.

The need for implementation of quality control in our Nigeria educational institution need not be overemphasized; it is even because of this among other reasons that, the National Commission for Colleges of Education use accreditation exercise to check on the quality of the education provide by Colleges of Education after every five years. In line with this view also, Isyaku (2010) highlighted that National Commission for Colleges of Education is embarking on accreditation exercise for the purpose of monitoring and controlling the quality of education, in the country Colleges of education, the accreditation exercise for sound academic quality in our institutions is more or less necessary as it supervises ranging from

the qualification of the teaching staff, provision of facilities for effective teaching, efficient administration which will run the activities of the institutions effectively.

It also involve the monitoring and providing guide for examination question as well as emphasizing on the moderation of such exams by an external moderator who should be a principal lecturer in the respective field.

Chernay (2003) said that accreditation exercise covers;

a. The quality of academic programmes
b. The quality of the curricular that prepare the students for competence in chosen field
c. The quality and number of teaching administrative and technical staff, the quality physical facilities and its availability
d. The quantity of administration and leadership of the program.
e. The level of funding

In a related issue, Chernay (2003) highlighted that the NCCE accreditation exercise should consider and be invaluable to proprietors, staff, students and educational administrators in sourcing desirable learning experiences for prospective NCE holders

Ademuliyi (2009) also suggested that the strongest instrument for government to use in ensuring quality in educational institution is accreditation exercise, he further added that it is a peer review system where peers, lecturers and the NUC from one institution to another to look at how well institutions are doing using some tools, the minimum academic standard" also Isyaku (2010) where he recommended that accreditation should be adopted to ensure quality control in our institution.

It is imperative to note that, accreditation exercise is always instrumental quality control and as well quality control is an instrument for acquiring academic quality. It is in line with this idea that, Okwuanaso (2009), said NBTE accreditations is Polytechnics most important quality control implement. Based on this, it is important to determine and encouraged the exercise, accreditation and assess, to what level is the exercise so far in our institution and to possibly look at the possible constrains that it faces for the purpose of making improvement. Isyaku (2010), has however, concluded that the accreditation exercise on NBTE had not a strong positive influence in the indices of curriculum development. He however, said that accreditation has had a salutary effect on other non curriculum academic programme quality indices.

In a contrary view Gusau (2006), opined that accreditation exercise by NBTE has made some improvement in both curriculum and non-curriculum academic programme quality indices. In reconciliation between the two views, Okwuanaso (2009) and Isyaku (2010) highlighted that an institution can have some department with fall accreditation involving both curriculum and non curriculum aspect of academic programme. Whatever the case may be, one cannot dispute the fact that, accreditation is an important instrument for quality control and hence, the academic quality in our institutions. Although one may suggest better devices for improvement of the exercise and eventually in the improvement of academic quality, in our educational institution in general and in our Nigeria Colleges of Education in particular.

2.7 Curriculum Implementation in Nigeria

For any curriculum plan or innovation to become fully meaningful, it must be adequately implemented. The way it is implemented influences the degree of success. It is in

line with this that, Guga and Bawa (2013), defined curriculum implementation as actualization, concretization, making and real the planned curriculum. It is a critical phase in the cycles of planning and delivering a curriculum. Curriculum implementation in colleges of education focuses on both the actual use of the curriculum and the attitude of those who implement it. This is particularly important where there is very little supervision on the activities of teachers/lecturers, as in the case of Nigeria colleges. The attitude of those who implement determines the extent and quality of implementation.

There are two extreme approaches to curriculum implementation/delivery as cited by Guga and Bawa (2013)

(i) Laissez-faire Approach - This gives teachers full power to determine what they consider most appropriate to teach in the classroom and in whatever way they want to teach. There is little control or monitoring.

(ii) Authoritarian Approach – In this approach, teachers are directed by authority to follow a particular curriculum. The school leadership directs teachers to teach subjects in specific ways. In essence the teachers have no control over the subject they teach.

These two extremes are defective and if any is allowed in a school setting, there will be a problem in their curriculum delivery. This is because, while in some areas a teacher needs to be directed on what to do, in others he needs liberty to decide what to do. It means that a middle road position could be more realistic. Thus teachers should be guided to follow prescribed syllable, and be sure they do not miss any component. But in the process of implementation, they should have the freedom to adopt the content, instructional resources and methodologies that suit the caliber of

their students, taking into consideration their background knowledge, their exposure, and their value system and other influencing environmental factors.

Nature of Curriculum Implementation

According to Guga and Bawa (2013), Curriculum Implementation is:

(i) A process involving the reduction

(ii) Delineating who does what, to whom, with what and when

(iii) Require time, personal interaction and contacts, in-service training and other forms of people-based support

(iv) Gradual, moving from one stage to another

(v) Involves a top-down communication process

(v) A co-operative affair involving teachers, parents, learners, proprietors, government officials.

Curriculum Implementation Models

The following are models for curriculum implementation as cited by Guga and Bawa (2013) vis-à-vis

Centre-Periphery Model:

In this model, the implementation is centrally controlled either by the government or agency. The experts that monitor implementation, the resources required and the training facilities are all centrally controlled by the agency charged with the responsibility of implementation. It is from there that the implementation spreads or diffuses into the periphery or other parts. For the system to work effectively there is need for adequate communication network, effective supply of materials and a constant monitoring of feedback from the periphery.(Guga and Bawa, 2013)

Proliferation of Centre Model

This model maintains that in implementation, there should be both primary and secondary implementation centres. The primary centres are responsible for managing the secondary centres. They provide them with training materials and the resources needed. The secondary centres engage in diffusing or spreading the changes in their individual areas or control and for this to succeed there should be sufficient materials and training facilities at the centres. There should also be an effective communication network, adequate finance and effective supervision. (Guga and Bawa, 2013)

Shifting Centre Model

This involves the implementation of an innovation in a particular place at a time. The idea dies off and later another locality embraces the innovation and implements it in its own way. This may continue from place to place. This is a reflection of the UPE scheme in Nigeria. In 1954, it was introduced in the western region; in 1973, the Federal government of Nigeria introduced it nationwide. Note that the experiments in both the West and Eastern regions operated independently. In Nigeria, each of these implementation strategies has been tried at different points in time. (Guga and Bawa, 2013)

Participants in Curriculum Implementation

Curriculum engages many participants. Such participants can be broadly grouped into two; participants outside the school/college and those inside the school/college as stated by Guga and Bawa (2013).

Participants outside the school/college: - They include: Institutes of education, Education commissions and Boards, Federal Government Educational controlled bodies like NTI, Nigerian educational Research and Development Council (NERDC) Joint Admission and

Matriculation Board (JAMB), West African Examination Council (WAEC), National University Commission (NUC), National Commission for Colleges of Education (NCCE). Such bodies engage in research work, training of personnel, planning and production of materials and facilitate any change introduced. This category of participants include

(a) Institutes of Education based in Universities and the National Teachers Institute (NTI)

(b) Educational Commission and Boards e.g. National Universities Commission (NUC), National Board for Technical Education (NBTE), National Commission for Colleges of Education(NCCE), Universal Basic Education Commission (UBEC), Nigeria Education Research and Development Council (NERDC). These engage in research works and help in the planning and production of instructional materials.

(c) Examination body's e.g. the West African Examination Council (WAEC), National Examinations Council (NECO), National Business and Technical Examination Board (NABTEB), Joint Admission and Matriculation Board (JAMB), These bodies plan and conduct examinations for various categories of schools.

(d) Quality assurance units: These units, formally referred to as the inspectorate units, are owned by both the federal and the state governments. The federal and the state ministries of Education have quality assurance directorates that monitor how the curriculum is implemented. They offer advice on how best the teachers and school administrators should handle curriculum delivery.

Participants within the School/Colleges: -The participants within the college includes

(a) Students/ Learners - The learners form the focus of any curriculum implementation. They are also partners in implementing the curriculum. As the teacher teaches, the

students provide a feedback to the teacher on the effectiveness of his methods and approaches to teaching. It is on the basis of such feedback that a teacher decides on whether to continues, review or completely change his strategies of teaching. Besides, students as participants in curriculum implementation, help in keeping the environment clean, participate in co-curricular activities like sports, from relevant class groups and sometimes as student leaders, they help to maintain law and order.

(b) Supportive/Non-teaching Staff: - These include the messengers, Labourers, Clerks, Typists, Laboratory Attendants, Storekeepers and Security Men. Although such people do not go to the classroom to teach, their roles help to ensure the effective implementation of the curriculum. For example, the labourer's help in keeping the school/colleges environment clean and safe, the lab attendants assist in cleaning and maintaining the laboratory and workshops, the clerk and typist see to the typing of relevant curriculum materials like examination questions.

(c) Classroom Teachers-: The classroom teacher/lecturer forms the "cornerstone" in curriculum implementation. He is the main force and last person that ensures that any curriculum is implemented according to specification. It is the classroom teacher/lecturer who decides on what to teach and at what time, even when some kind of teaching scheme may have been prepared in advance for him. He interprets the syllabus and breaks it into teaching schemes, and lesson plans. He decides on what instructional materials to use, the methodology to adopt, the amount of time to spend on each aspect and the equipment and space to use. Decision of this nature determine the pace of success that can be obtained in any curriculum implementation, therefore,

if a teacher is untrained or unwilling to implement curriculum plans, the desired success cannot be attained.

The task of curriculum delivery is basically carried out at the classroom level. At this point, learners are enabled to achieve the objectives of the curriculum. This is done through teaching, learning support, advice and guidance, coaching, mentorship, peer and collaborative learning, feedback and assessment, personal development, planning and tutoring skills, development and practice and enabling access to curriculum resources. Despite this important position occupied by the teacher in curriculum implementation, there are a number of forces working against his effective performance. These include:-

(i) The corrupt nature of the society which no longer recognizes hard work.

(ii) There is little or no regard for the teacher and the teaching profession.

(iii) Teachers salaries are low and hardly paid

(iv) Fear of administrative and community disapproval

(v) Increase in unruly behavior of students

(vi) Careful attitude of government to school facilities.

(vii) Absence of strong union that would protect the interest of teachers.

These have made the teachers less productive and less initiative.

Resources for Effective Curriculum Implementation

The effective implementation of the curriculum requires various types of resources; as stared by Guga and Bawa (2013), these include physical facilities such as classrooms, laboratories, workshops, games and sport field and equipment, recreational facilities etc. Each of these has a significant position to occupy in the process of implementing the

curriculum. For example, where are no workshops, the teaching of technical subjects would be a near impossibility. Similarly, where there are no sports fields, the conduct of games and sports and the teaching of physical education will be a total failure.

The resources also include teaching aids which teachers use in their classrooms while teaching. They include real life objects like flower, insects, rocks etc; charts e.g. pictures, graphs, drawings, maps, audio aids like radio, tapes etc. audio visuals like television, computers, the internet. Others include the chalkboard, flannel board, newspapers, magazines, chemicals, etc. All these are basic tools for effective teaching. Where they are lacking, one may find it difficult to carry out his teaching assignment effectively. This is why many teachers' fall. Text materials are also very important; these can be in the form of hard text or soft texts obtained from the libraries or internet. They help us read the minds of others on what we are studying or teaching. The texts help us to share ideas across the globe.

Other resources needed include funds so as to be able to finance the various projects in a school such as book purchase, purchase of equipment, running of workshops, field community atmosphere is also needed. This will make the school population comfortable to work in the community.

A disciplined and a hardworking student population is also an important resource for effective curriculum implementation. If the students are disciplined; they will attend their lessons punctually and do their assignments without delay. Similarly, a hard working and cooperative staff make curriculum implementation a relatively easy task.

Problems of Curriculum Implementation in Nigeria

All the participants in curriculum implementation face various problems. According to Guga and Bawa (2013), these problems include among other things, inadequate and sometimes very poor infrastructure and learning environment, economy/poverty, language problems/communication, hidden curriculums, staff development, motivation and remuneration, lack of acceptable strategy or model of implementation, inadequate and inappropriate instructional methods and materials and lack of firm commitment for effective implementation on the part of some parents, policy makers and government officials. The problems mentions earlier are explained below:

(i) Inadequate and sometimes very poor infrastructure and learning environment: - A situation where students have to stand or sit on the floor to be taught makes effective learning impossible. Some other times, it is filthy environment or classroom which makes learning difficult. It may also be lack of functional laboratories for practical.

(ii) The economy/poverty: - Curriculum implementation is costly. Lack finances hamper the effective implementation of curriculum plan.

(iii) Language problem/communication: - Language forms the basis for effective teaching and learning. Poor grasp of the language of instruction can hinder effective communication between a teacher and his students. Concepts expressed in the curriculum must be well understood to be implemented by the teacher.

(iv) Poor staff development programme and poor staff motivation and remuneration: - Teachers are supposed to be professionals in their own right but if they are not adequately developed, their efficiency will be jeopardized.

Teachers are poorly remunerated, and as a result, many of them abandon their responsibility of teaching to run after businesses which will give them better income. This certainly affects the way curriculum is implemented.

(v) **Lack of acceptable strategy or model of implementation: -** Different strategies of implementations have been tried in Nigeria at different points in time. Three of them have been tried in Nigeria. They include periphery model, proliferation of centre model and shifting centre model. There has been fluctuation between these models, and such fluctuation is not healthy for curriculum implementation.

(vi) **Inadequate and inappropriate instructional methods and material: -** When inadequate and inappropriate methods and materials are used for imparting knowledge, such teaching is ineffective. Ughamadu (1992:126), points out the significant place of instructional methods and materials in ensuring effectiveness and efficiency in curriculum implementation process.

(vii) **Untrained Teachers:** - Many schools employ untrained teachers to teach various subjects. Some of such teachers know what to teach but find it difficult to teach. Some of them do not know what to teach and do not know how to teach.

(viii) **Uncommitted Teachers: -** Many teachers are not committed to their teaching responsibility. They handle their students with a carefree attitude as if they were forced to become teachers. This attitude is found among the trained and untrained teachers.

(ix) **Lack of firm commitment to effective implementation on the part of some parents, policy makers and government official: -** Some parents, policy makers, and government officials have a desire for, but lack the commitment to

effectively implement the curriculum. Much "Lip-service" is paid to the process of implementation.

(x) Frequent Teachers strikes and students riots: - These often consume the much-needed time for teaching and examination.

(xi) Large school and classroom population: - which make it difficult for teachers and the school administration to identify individual student's problems.

(xii) Absenteeism and late coming to school: - Many students and event teachers frequently go to school late and at time absent themselves from school. This also reduces the time available for teachers

(xiii) **Hidden curriculum: -** Hidden curriculum comprises those unplanned or untaught aspect of life in school which students learn through their interaction with others both within and outside the class room, such hidden curriculum is capable of affecting students positively or negatively. While it may fill the gap that exists in the curriculum, ease up tension in the minds of students, and help to develop those aspects not catered for in the curriculum, it cannot be denied that hidden curriculum has some serious negative effects on the process of curriculum implementation. It is dangerous to the wellbeing of students, disrupts the implementation of the planned curriculum and is usually unknown to the teachers. To this extent, hidden curriculum is a problem to curriculum implementation.

2.8. Curriculum Delivery in Nigeria

Curriculum delivery is understood to mean the way by which a curriculum enables learners to achieve their learning goals as stated by Igbokwe (2010), this occur through teaching, learning support, advice and guidance, coaching, mentorship, peer and

collaborative learning, feedback and assessment, personal development planning and tutoring, skill development and practice, and access to resources are processes encompassed by term "Curriculum delivery" Curriculum delivery is part of dynamic inter-relationship with curriculum design and as such can be seen as a components of a curriculum development lifecycle. Within this process delivery is defined as the point at which learners interact with the designed curriculum.

Curriculum delivery is also a critical issue in schools because it is a means through which the theorized curriculum is translated into the actual curriculum. It is the instructional phase of the curriculum and is synonymous with curriculum implementations which take place at the classroom level where teachers try to infuse life into the document plan to achieve its intended goals. According to Mishra (2011) Curriculum delivery embodies the strategies, techniques, approaches, methods, resources and media which teachers employ to facilitate learning; it is the means of executing the intended desires of the curriculum planners; it also includes the interactions that go on during lesson presentation as well as the assignments and researches which engage the learners actively in the learning process. Curriculum delivery is very critical especially in Nigeria, because a beautifully planned curriculum may fail at the delivery stage due to certain factors as stated by Offorma (2009), which include teacher's incompetence, unmotivated learners, and lack of resource materials, poor assessment procedure and a host of other factors. Education is veritable tools for development. In other to catch up with the wind of development, every nation of the world including Nigeria is re-strategizing and re-packaging their educational programmes in line with the current global competitiveness and the demands of the knowledge economy. At the root of

achieving the goals of these programmes is delivery system which must match the realities of the times. It is obvious that the new educational programmes and goals demands a shift in the delivery modes to match the emergent knowledge, attitudes, skills and technologies so as to produce critical, reflective and functional autonomous learners that can be globally competent to drive the engine of development in their Nation, while curriculum delivery determines the type of manpower production for the nation, it is instructive to note that curriculum delivery can only be as good as teachers.

The constant COEASU strike in Nigerian colleges has witnessed a phenomenon of brain drain from the Nigerian Colleges of Education. The phenomenon has in turn witness the emergence of "new class" of college's teachers in Nigeria. This "new class" comprises teachers who are predominantly unqualified. They are intellectually not motivated and professionally uncommitted. These are the teachers who dictate lecture notes to their students, and thus do not help them to develop enquiry and reflective minds required for individual development of the students and for sustainable nation development (Udofot, 2006), in addition, most teachers at higher educational level lack professionalism and commitment required in translating the vision of the curriculum into reality. Certainly, this caliber of teachers cannot through their curriculum delivery modes produce the type of independent learners we desire; learners who can think for themselves and take actions that would impact positively on their communities.

It is time we realized that "traditional method" of delivering curriculum at higher education can no longer serve our purpose because it is teacher centered. According to Egbe and Udoh-bethesis (2013), the teacher is the most important person in this approach, throughout the lesson he is in charge of the subject matter and the environment

and make decision about what work is needed and what students should do. It is characterized by rote learning on the part of the students who reproduce what was dictated to them with no effort to go beyond the notes recycled to them by the teacher from year to year (Igbokwe, 2010). This collaborates with Obanya (2011), earlier assertion that teachers still dominate instruction in Nigeria schools.

Curriculum delivery at higher education must keep pace with the general development in the society. They must build on the recent technological development and enrich the learning experiences the provide to students (Mishra, 2011), while no one method of delivering the curriculum can be the best, effort must be made to use those that promote greater learner participation in the learning process.

Curriculum Delivery Plan in Higher Education

Curriculum delivery plan provides an overview of what, and how, the school curriculum will be delivered. There are many decisions that school can make at a local level about how to deliver curriculum in order to meet the needs of their students and fulfill the aims and goals of the institutions.

Contain of Curriculum Delivery Plan in Higher Education

The Contain of curriculum delivery plan as stated by Udofot (2006) is as follow:

1. Describe the depth and breadth of curriculum programmes in the school appropriate to student's needs, abilities and interest.
2. Describe the emphasis on development of literacy and numeracy skill especially during year one to four.

3. Describe the philosophy of teaching and learning that will underpin the delivery of the curriculum, especially for identified areas where learning is tracked, for examples, English Language, Mathematics etc.
4. Describe the school assessment philosophy and document procedure for collating assessment information to identify students and group of students who are;

   i. not achieving

   ii. at risk of achieving

   iii who have special need or ability
5. Describe the school wide assessment model including assessing learning and collating school wide achievement information and the used of assessment information to:

   i. inform strategic planning

   ii. evaluation of curriculum and teaching programmes

   iii. improve students' learning

   iv ongoing school self review

   v. reporting to students, parents and community
6. Describing school, students for achievement and how these are reported
7. Outline the strategies targeted to improve achievement
8. Provide a descriptive on curriculum is reviewed an ongoing plan for review.

Care must be taken when writing delivery plan to ensure that their real purpose is not to allow " instrumental processes and procedure to become ends in themselves (Akinmusuru, 2012) the real purpose is to develop a consciousness about quality learning in the school that represent a collaborative approach to consistent practice in meeting national requirements.

A curriculum delivery provides a framework for meeting the dynamic and ever changing needs of the student population through the provision of curriculum delivery that is responsive to their learning.

Method of Curriculum Delivery at Higher Educational Level

The method of curriculum delivery at higher educational level is divided into three groups as stated by Monohara (2012)

1. **Presentation Strategic of Teaching (PST)**:- Here, the teacher does much of talking, explaining, describing, enumerating, narrating, showing and demonstrating in a bid to deliver the content to the large audience. This may go for what we call lecture method which is also referred to as teacher centered method.
2. **Individual Strategies of Learning (ISL):-** This teaching mode is based on the theory that students learn maximally when they work at their own pace and are "actively involved in performing specific learning tasks, and experience success in learning" (Monohara, 2012). Individual Strategies of learning require self learning materials like books, Audio-taped lesson, television lesson, radio lesson, teleconferencing, computer Assisted learning and multi-media modules. Here the teacher acts as a guide helping learners to set their own learning goals in line with the overall vision of the curriculum and choose learning activities congruent with the chosen goals. It is this type of delivery mode that fosters learning autonomy.
3. **Interactive Strategies of teaching (IST):-** This mode provides opportunities for interaction between teachers and learners, learner with learners and beyond the classroom. The interaction can be mental as in asking and answering questions, discussions and exchange of thoughts. It can be physical as when they work groups to

produce things. The techniques used include, role playing, seminars, symposia, colloquium, group work etc. in all this, the teacher remains the facilitator of learning, directing the learners to pursue worthwhile goals.

Since these modes do not facilitate learner autonomy, it becomes imperative that we find out which of them do lectures use delivering the curriculum mean to produce quality manpower for the economy? This question becomes necessary judging from the observation of Akinmusuru (2012) who said "although most instructors have typically advanced training in specific disciplines, they usually have not had any particular training in the methodology of classroom delivery necessary to achieve maximum learning by students."

Disjuncture in curriculum management and policy implementation

Curriculum delivery requires an integrated system that looks at human and physical resources jointly. It requires a system in which officials at all levels of the system understand the impact of curriculum policies on other activities of the department and equally the impact of other departments' polices on curriculum delivery. This means that the system must successfully synergize all its activities to avoid duplication of activities and wasteful use of scarce resources. It means that all the programmes from various directorates across the department that target the same cadre of educators must be planned centrally and implemented as provincial projects. It also means that the activities of all components of the department must form part of the strategy for curriculum management at provincial and district level.

Lack of common strategy to deal with the challenge of absenteeism

Curriculum delivery in schools is sometimes managed through common sense. There is no common strategy for dealing with issues of learner and educator absenteeism. Whilst absenteeism has a direct impact on the academic performance of learners, there are no procedures to assist learners who were absent for valid reasons to catch up with the lost time and tasks and there are no common processes of discouraging learners and teachers from absenteeism. The common strategy for managing curriculum must speak to the issue of absenteeism and its negative impact on curriculum delivery in general, syllabus coverage, and quality teaching and satisfactory learner achievement.

Job vacancies that impact on curriculum delivery

Teaching cannot take place when there are no teachers appointed to teach. Optimum curriculum delivery requires that teachers are appointed and the vacancy rates wherever they exist are addressed immediately. The curriculum management strategy must refer to curriculum related job vacancies so that learners are not left without teachers and teachers are not left without subject advisors in the case of office based teaching work. The curriculum management strategy cannot work without the availability of teachers, subject advisors and other relevant experts to support teaching at school. The provincial curriculum management strategy seeks to guide districts to deal with teaching vacancies created as a result on unexpected circumstances and those that are created as a result of known and expected situations. This demonstrates the requirement for HR Management at district and provincial head office to manage this process. It is equally important that HR practices with regard to promotional posts are not implemented midterm as it creates gaps in other schools. KZN DEPARTMENT OF EDUCATION | Curriculum Management and Delivery Strategy

Lack of content knowledge among teachers

The fact that some schools underperform in the Annual National Assessments and the National Senior Certificate is an indication that one of the challenges that educators have is knowledge of content. Under-performance of schools and learners show that some of the educators are not yet excellent in dealing with all the content areas and this creates knowledge gaps in the level of achievement of learning objectives by learners. A provincial curriculum management strategy can improve the situation by providing direct tuition to teachers on specific topics before they meet learners at classroom level. The strategy will consider ways of assessing the extent to which teachers know and understand the content of the curriculum. The curriculum management strategy will go beyond content and address the teaching methodology for each area of content that has been dealt with. It is for this reason that content training must conclude with relevant methodology aspect so that teachers return to class with two important things, "The part of the curriculum-content" and "The how part of curriculum- methodology". The 'what' part is content and the 'how' part is methodology.

Teacher quality and qualifications

Teacher quality is the single most important factor that makes a difference in effective curriculum management and delivery. The curriculum management strategy must link content and methodology training to teacher quality and teacher qualification. The challenge of unqualified educators is that they lack both content and methodology. The provincial curriculum management strategy must include an element of how the unqualified and under-qualified educators can be assisted in dealing with both teaching methodology and how their progress can be monitored.

The strategy must help the subject advisors to provide support for the unqualified educators. This means that the strategy must consider the fact that the support provided for unqualified educators must differ from the one that is used for supporting well experienced and well qualified educators. In providing special programmes for unqualified educators, the subject advisory system may close the methodology gap that exists between the qualified and unqualified educators. This part of the provincial curriculum management strategy may bring about confidence to unqualified educators and improve teaching and learning in the classroom.

Curriculum Content of Business Education Based on Minimum Standard

The course content of the curriculum assist Business Education students gain a better understanding of the necessary practical skills to acquire, which enable them to teach Business Education effectively in school. The needs for this course arise from the following issues as stated by Oliver, (1999)

1. The need to provide student's teachers' opportunities to apply their theoretical knowledge in real work situation, there by bringing the gap between class/paper work and actual practical skills.
2. The need to be abreast with modern business skills and new trend in technological development especially in business.

The curriculum course content of National Certificate in education (Business Education) comprised of the following components as stated by Oliver, (1999).

a. Programme of Studies: - This is made up of all school subjects and subject matters, learners are exposed to. The programme of studies includes coursed offered at tertiary level of Education. For every lend of Education, we have program of studies

comprising a list of courses taught, the courses represent the aspect of accumulated human experience, programme of studies ensures that students learn theoretically all about ideas, concepts and principles.

b. Programme of Activities: - It help students to ensures that they learn and concretize the concept; principle; ideas; in behaviors of programme of studies. Thus students may learn about such concept as civics, cooperation, democracy etc from the class room teachers, but learn citizenship, how to be cooperative and democratic respectively from his pears or mates. The programme of activities is thus a means by which concepts, principles and ideas are translated and made practically real to the leaner.

c. Programme of Guidance: - The guidance programme of the school attempts to answer the question "How can each students be aided to make the best use of his educational opportunities" guidance is a programme of service with the ultimate purpose of helping students acquire capacity for self direction or a programs of helping students to understand themselves, and the world through counseling.

Based on NCCE minimum standard, to graduate with NCE Business Education (DM), a student must earn a total of 105 credit unit contain in minimum standard which summarized below:-

1. Business Education Courses include SIWES	53credit unit
2. Education (Including project)	28credit unit
3. Teaching practice	06 credit unit
4. General Studies	18 credit unit
Total Credit Unit	**105 credit unit**

Source: NCCE, (2012) Minimum Standard

Looking at these, views one can deduce that any successful curricular is attributed to three components that can enable it to succeed. The breaking down of the three components can be seen in appendix III.

2.9 Infrastructural Facilities in Colleges of Education Based on Minimum Standard

(a) Classrooms – Space that would take thirty (30) students conveniently with sufficient room for passage within the classroom space should be made available for each lecture and seminar for each subject.

(b) Laboratories/Studios – At least, one (1) each of typing-pool, shorthand laboratory, model office and Information Technology room must be available.

(c) Staff Offices – Each senior staff should be provided with a furnished office. The HOD should be provided with a computer facility. There should also be an office for support staff (typists, clerks, etc) with relevant equipment e.g. typewriters, reproduction machines, etc

(d) Books in the Library – There must be enough books to cover all the areas of the subject to the ratio of one student to ten books. A departmental Library is compulsory.

(e) Equipment - Equipment required for the teaching of the skills in the Business Education Programmes are as follow:-

i. Equipment and Supplies (for 30 students) in Business Education

1. Typewriters
   (a) Manual – thirty of various make and types
   (b) Computer – Number should be in the ratio of one computer to three students.
2. Swivel typing chairs…….30
3. Drop desk, Typist desk or Convertible desk……30

4. Instructors Table or Desk……...…1

5. Instructors Chair……1

6. Stapling Machine……4

7. Stapling Remover…….. 4

8. Perforator...…….2

9. Stop Watch……. 2

10. Wall Clock……..1

11. Demonstration Stand……. 1

12. English/Shorthand Dictionaries……..1

13. Filing Cabinet…….2

ii. Shorthand Laboratory

1. Type Recorders/Consoles

2. Headphones

3. Air-conditioning system

4. Lecturers Demonstration Stand

5. Punching Machine

6. File Cabinet

7. Appropriate Furniture as technology may dictate from time to time

iii. Model Office

1. Executive table with drawers and chair

2. Secretary's table with drawers and swivel chair

3. Photocopier

4. File trays – in and out

5. Manual Typewriter and a Computer
6. File cabinet
7. Adding and listing machine
8. Waste paper basket.
9. Any other latest office equipment in the market

iv. There should be an Information and Communication Technology (ICT) Laboratory.

2.10 Empirical Studies

Researches have been carried on influence of accreditation by other researcher Hammawa (2003) conducted a research on the impact of National University Commission (NUC) accreditation exercise in providing quality assurance of graduates in North Eastern Nigeria. The study was conducted to determine the impact of NUC accreditation exercise in providing quality assurance of graduates in North Eastern Nigeria. Survey research design was employed, and the population for the study was twenty five thousand three hundred and thirty one (25,331) lecturers and the researcher took, one thousand two hundred and sixty seven (1267) lecturers, which is equivalent to 5% of the total population as sample, the researcher raised three research questions and three null hypotheses. The research questionnaire was analyzed using mean and standard deviation, while the null hypotheses were tested using analyses of variance at 0.05 level of significant. The researcher made the following conclusions: The NUC accreditation exercise led to the employment of qualified staff as the procedure of employment show that one could only be employed after passing aptitude test. However, in the aspect of curriculum update, it showed that it has not been regularly done. The researcher concluded that most of the structure in place was not capable of accommodating the students.

On the basic of the above conclusion, the researcher comes up with the following recommendations:

1. Needed facilities should be provided when need arises.
2. A better procedure should be devised in making sure that qualified staffs are employed. Example testing of practical teaching.
3. Government should provide needed structures at University to enable the admission of many students.

The research study has been relevant because of his advice to needed facilities when need arises, and needed structure in University, which hindered the smoothness of teaching and learning. The researcher should have involved students in the responses to the instrument for data collection as they are direct beneficiaries of the exercised. It benefited the current research work in comparing the standard of accreditation by NCCE and NUC. However, the researcher should have made his scope to be wider so that it could help the generation of the finding. The researcher should not have put much emphasis on the smooth administration of the department.

Ukoh (2004); contributed a research study on educators perception of the influence of National Commission for Colleges of Education on some quality indicators in Colleges of Education in South-East Nigeria. The researcher employed survey research design and distributed three hundred and sixty two (362) questionnaires from the population of two thousand seven hundred and twenty two (2722) academic staff of the Colleges of Education within the area under study, the research aimed at determining the level to which NCCE accreditation exercise influence the quality indicators in Colleges of Education under study

example curriculum, staffing facilities, structures est. in the course of the study, the researcher stated three (3) research questions and (3) null hypotheses.

The research questions were analyzed using descriptive statistics of mean rating while the null hypotheses were tested using analysis of variance (ANOVA) at 0.05 level of significant. The researcher made the following conclusions.

Most of the Colleges are not after the truth of the situation but rather merely passing or gaining approval for the continuity of their programme and as a result, sometimes the Colleges went to the extent of borrowing and hiring facilities and staff. The researcher also concluded that most of the structures in place were not capable of accommodating their students.

In line with the conclusion, the researcher comes up with the following recommendations;

a. Facilities should be provided as at when need arises.
b. NCCE should find a way of discouraging the attitude of borrowing; hiring facilities and staff adapted by most colleges.
c. Government should provide needed structures in Colleges of Education to enable the admission of many students.
d. Further research should be conducted to enhance the usefulness of the exercise.

The research study has been relevant because it benefited the current research work in comparing the standard of accreditation by NCCE within the geo-political zone in Nigeria. The research study is also relevant in advising for provision of facilities when the need arise and find ways of discouraging the attitude of borrowing or hiring facilities and staff adopted by most Colleges, the researcher should have involved students in the responses to the

instrument for data collection as they are also direct beneficiaries of the exercise and hence they have experience to tell. The researcher had not been precise on quality indices he wants to assess.

A related research study was conducted by Aminu (2007); on the impact of National Universities Commission (UNC's) accreditation exercise in the improvement of standard of accounting department of Bayero University, Kano. The study was conducted to determine what impact NUC accreditation exercise made in making the accounting department of Bayero University, Kano to have met the expected standard. Survey research design was employed, and the population for the study was twenty six (26) academic staff of the department and the researcher decided to use them all because the number is not large enough as said by the research. The researcher raised five research questions and five null hypotheses.

The research questions were analyzed using mean and standard deviation while the null hypotheses were tested using analyzed of variance at 0.05 level of significance. The researcher comes up with the following conclusions.

a. The NUC accreditation exercise for accounting department of BUK led to the acquisition of some facilities in the department even though some facilities are borrowed from outside.

b. The NUC accreditation exercise for accounting department of Bayero University Kano led to the employment of qualified staff as the procedure of employment showed that one could only be employed after passing aptitude exams. However, in the aspect of curriculum update showed that it has not been regularly done. As regards to the smooth administration in the department, it shows the exercises failed.

On the basic of the above conclusion the researcher come up with the following recommendations.

a. A better procedure should be devised in making sure that qualified staffs are employed example testing of practical teaching.

b. Emphasis should also be given on the smooth administration of the department as that is what will ensure efficiency of the academic activities in the department.

c. Stakeholders, employer should be involved in the update of curriculum so as to tally with the societal need.

The research study has been relevant because it benefited the current research work in comparing the standard of accreditation by NCCE and NUC. However, the researcher should have made his scope to be wider so that it could help the generation of the finding. The researcher should not have put much emphasis on the smooth administration of the department. The researcher should have involved students in the responses to the instrument for data collection as they are direct beneficiaries of the exercised.

Nicholas (2009); contributed a research study on the influence of accreditation exercise on academic standard in South, South Colleges of Education, Nigeria. The study was conducted to determine the extent to which NCCE accreditation exercise influence academic standard in South, South Colleges of Education. Survey research design was employed and the population for the study was three thousand and fifty two (3052) lecturers and the researcher decided to take 5% as sample which is the same as 153 lecturers.

The researcher raised three (3) research questions and three (3) null hypotheses, the research questions were analyzed using mean and standard deviation while the null

hypotheses were tested using analyses of variance at 0.05 level of significance. The researcher comes up with the following conclusion:

On the basis of the result of the finding, the researcher concluded that the NCCE accreditation exercise is weak and not having serious influence on maintenance of manpower quality indices as most of the indices are having weak influence.

On the basic of the above conclusion, the researcher comes up with the following recommendation:

1. Qualified staff should be employed in various departments in all Colleges of Education in South, South Nigeria through a better procedure. Example testing of practical teaching.
2. Emphases should be given on the smooth administration of various departments in the Colleges which help to ensure efficiency of the academic activities.
3. Further research should be conducted to enhance the usefulness of the exercises.

The research study has been relevant because is benefited the current researched work in comparing standard of accreditation by the panelist of NCCE in all zone of the federation, particularly North West and South, South zone of the Country. However, the researcher should have involved students in the responses to the instrument for data collection as they are also direct beneficiaries of the exercises and hence they have experience to tell. The researcher has not been precise on quality indices he wants to assess.

Ademuliyi and Okwuanaso (2009), who conducted a research on the influence of National Board for Technical Education Accreditation on Academic standard in Polytechnic Secretarial Studies Programme, the study was conducted to determine the extent to which NBTE accreditation has positively influenced academic quality indices of Polytechnic

secretarial studies programme. The study employed survey method, the population for the study consisted of one hundred and seventy five (175) polytechnic secretarial studies teachers and the researcher decided to use them all as the number was not large in South Western Nigeria, two research questions for the study and two null hypotheses for the study were raised. Research questions were analyzed with mean rating, while the null hypothesis was tested at 0.05 level of significance with ANOVA and Schaffer test, the researcher comes up with the following conclusion.

a. NBTE accreditation of polytechnic secretarial studies programme has not had a strong positive influence on the indices of curriculum

b. NBTE accreditation has had a salutary effect on other non curricular academic programme quality indices.

In view of these conclusions, he comes up with the following recommendation.

a. NBTE's review of curricular should be more regular, more through, and should involve all the stakeholders.

b. NBTE should allow Polytechnics greater flexibility in the design, interpretation and implementation of their curricula.

c. NBTE should encourage diversity in secretarial studies curricula.

It has been a good effort made by the researcher as accreditations exercise, an exercise that government is spending huge amount of money. However, the research could have made it to cover not only secretarial studies department but all the Polytechnic programmes and as well to have employed student in the questionnaire demarcation and should not have been put in place between federal, state and private Polytechnics. The study

however, has benefited the current researched work in comparing the standard of accreditation by NCCE and NBTE.

Gbadomosi (2011) contributed a research study on the transformational effect of upgrading Nigeria Colleges of Education to Universities in the globalization era: A perspective of staff psychological well being. This study explains the effects of transformation and personal growth initiative on staff well being. It adopted descriptive survey design, and the population for the study consists of eight thousand five hundred (8500) teaching and non teaching staffs were the researcher takes a sample of four hundred and twenty five (425).

The researcher raised three research question and three null hypotheses, the research questions were analyze using stepwise multiple regression analyses while the null hypotheses were tested using analyses of variance at 0.05 level of significant, the researcher comes up with the following conclusion, on the basic of result, the finding portrayed a significant relationship among transformational effect, personal growth initiatives, and well being, and between each of these variables and psychological well being. It is not too surprised that the result indicated show positive relationship between these variable as studies have shown they could be related.

In line with the conclusion, the researcher comes up with the following recommendation:

The absolute clamor for Universities in place of Colleges of Education is a welcome idea, but should not be abused, the researcher added that the implementation of transformation should be done in fair, honest and equitable terms where in all staff is treated in the same way using same yardstick for their placement. The research has been relevant to the current study in

giving enlightenment on effect of upgrading Nigerian Colleges and consideration given to staff on their psychological need.

2.11 Summary of Reviewed Literature

The chapter reviewed literature relevant to the study. It looked at the accreditation of academic programmes in Nigerian educational institution, the procedure of accreditation and as well the duration after which program are reaccredited. In totality the reviewed showed that accreditation exercise is an instrument for ensuring that program of institutions meets the desired standard. Accreditation exercises are carried to ensure the maintenance of academic standards in institutions. The reviewed also looked at the aims and objectives of accreditation in educational systems and academic standard in education. Different views have been expressed which mostly showed that academic standard is the extent to which academic program meet the set standard for it. The reviewed also examined quality control in educational system as an instrument for achieving academic quality, and when and where it is applied. Literature on curriculum implementation and curriculum delivery in Nigeria and their relevance in applying theoretical knowledge to real work situation were reviewed. The chapter also reviewed some past related work which is empirical studies. From the review made, the researcher noted that none researched into the influence of accreditation exercises on academic standard, facilities and curriculum delivery in north-west geo-political zone of Nigeria. It is this gap that the result of this study will help to fill.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter focused on the research design and methodology used in the Study. The chapter was discussed under the following sub headings:-

3.1 Research Design

3.2 Population of the Study

3.3 Sample Size and Sampling Procedure

3.4 Instrument for Data Collection

3.4.1 Validity of the Instrument

3.4.2 Pilot Study

3.4.3 Reliability of the Instrument

3.5 Procedure for Data Collection

3.6 Procedure for Data Analysis

3.1 Research Design

The research designed adopted for this study was survey research design. Survey method was used as suggested by Nkpa (2000) because survey research leads to valid conclusions about the relationship between independent variable and dependent variable. The designed enable the researcher to administer questionnaire to a sample of the population.

Sambo (2005) defined survey method as that research method which requires some historical base in answering research questions. The survey method explores relationship between two or more variables. Yusuf (2013) stated that, descriptive research is used to obtain information concerning the current status of the phenomenon to describe that is what exists with respect to variables or conditions in a situation at a given point in time. Based on

this study, descriptive survey research was used because it helps the researcher to observe or study a sample of a large population and used standardized questionnaire or interview to collect the data about people and their preference, thoughts, and behaviors in a systematic manner.

3.2 Population of the Study

The population of the study is three thousand five hundred and seventy seven (3577) academic staff and thirty thousand two hundred and two (30202) NCE III students of eleven Colleges of Education for 2013/2014 academic session in North-west Geo-political zone of Nigeria who were direct beneficiaries on accreditation exercise. The breakdown of this is presented in table 3.1

Table 3.1: Population of the Study

Name of Colleges	Number of Lecturers	Number of NCE III students	Total
Adamu Augi College of Education, Argungu	240	2711	2951
Federal College of education (T), Bichi	315	1750	2065
Federal College of Education (T), Gusau	370	1465	1835
Federal College of Education, Kano	420	3015	3435
Federal College of Education, Katsina	401	3054	3455
Federal College of Education, Zaria	401	3025	3426
Isah Kaita College of Education, Dutsa-ma	225	2710	2935
Jigawa State College of Education, Gumel	250	3225	3475
Kaduna State College of Education, Gidan-waya	180	2745	2925
Sa'adatu Rimi College of Education, Kano.	560	4465	5025
Shehu Shagari College of Education, Sokoto	215	2037	2252
Total	3577	30202	33779

Source: Field Survey, (2014)

3.3 Sample Size and Sampling Procedure

A sample of one thousand six hundred and eighty nine (1689) was drawn using random sampling technique. The sample selection agrees with the view of Nkpa (2000), who recommended that if a population is in thousands, five percent (5%) of it can be used as the sample. The sample selected was in proportion of 60% to 40% on each College of Education on academic staff and for NCE III students respectively. This is in line with the view of Fraser (1994) who stated that where the respondents are two or more, the can be classified according to their knowledge and understanding. The sample was selected through picking of folded papers, (half drown method). This is in line with the advice of Ukoh (2004) who upheld that sample selection must be carried out in a way to give equal chance to every member of the population. In order to avoid bias and give equal chance to the respondents, the number is in accordance with the number of sample of each College of Education carrying "Yes" and the remaining carrying "No" thus information can be seen in table 3.2.

Table: 3.2 **Sample Size**

Name of Colleges	Academic Staffs	NCE III Students	Total
Adamu Augie College of Education, Argungu	88	59	147
Federal College of education (T) Bichi	62	41	103
Federal College of Education (T) Gusau	55	36	92
Federal College of Education Kano	103	69	172
Federal College of Education Katsina	103	69	173
Federal College of Education Zaria	103	68	171
Isah Kaita College of Education Dutsa-ma	88	59	147
Jigawa State College of Education, Gumel	88	59	174
Kaduna State College of Education, Gidan-waya	104	70	146
Sa'adatu Rimi College of Education Kano.	151	101	251
Shehu shagari College of Education Sokoto	68	45	113
Total	1013	676	1689

3.4 Instrument for Data Collection

The research instrument used to collect data was the questionnaire. The questionnaire was used to gather data from lecturers and students. The questionnaire is divided into two sections (A and B). The first section sought information on the bio-data of the respondents. The second section contained forty (40) questionnaire items for lecturers and students. The items aimed at enquiring about the usefulness of accreditation exercise in the respondents' college of education and otherwise. The breakdown shows that items one to ten (1-10) for research question one, items eleven to twenty (11-20) for research questions two and items twenty one to thirty (21-30) for research question three, and items thirty one to forty (31-40) for research question four. The questionnaire was structured using a four-points rating scale, with weights of Strongly Agree (4) Agree (3), Disagree (2) and Strongly Disagreed (1).

3.4.1 Validity of the Instrument

Hammawa (2003) and Gusau (2006) emphasized on the importance of establishing the validity of research instruments. In view of this, the instrument was given to research methodology experts, including the researcher's supervisor, in the faculty of education, Ahmadu Bello University Zaria, for vetting. This is in line with the advice of Udoh (2002) who opined that validation of content of a research instrument by experts is both important and acceptable. All observations and corrections made were effected in the final copy of the instrument.

3.4.2 Pilot Study

A pilot test was conducted at College of Education Zing, Taraba State, using five lecturers (5) and twenty (20) NCE III students. The researcher decided to use this institution because it has similar characteristics with the population of the study.

3.4.3 Reliability of the Instrument

Data collected from the pilot study were analyzed using Pearson's product moment correlation coefficient statistic, the analysis gave a co-efficient of 0.86. This reliability coefficience was positive, hence the instrument was adjusted reliable and stable. This is in line with the advice of Isyaku (2010) who stated that an instrument is reliable if the value of correlation is close to 1.

3.5 Procedure for Data Collection

A letter of introduction was collected from the department of Vocational and Technical Education, Ahmadu Bello University, Zaria by the researcher which facilited collection of data. The collection of data was done by the researcher and research assistants in various colleges of education which took us three days in each college. The students gathered in one place and the instrument was administered. The researcher used four weeks for collecting the data.

In the course of travelling to administer the questionnaire by the researcher to the respondents, the following challenges were encountered, the difficult terrains of where the schools in the study were located. This was solved through the use of motor bikes to access such schools. There was also the inability to collect all the questionnaires sent out to the respondents. The research study had to use the 1,507 out of the 1,689 questionnaires sent out for the study.

3.6 Procedure for Data Analysis

The bio-data of the respondents was analyzed using percentage, and the research questions using mean. All the four hypotheses were tested using two-tailed of Pearson product moment correlation coefficient because According to Osuala (2004), PPMC is used to test hypotheses of relationship between independent and dependent variable. For easy statistical analysis, all the strongly agree and agree were taken as 'Agree' Similarly, all the disagree and strongly disagree was taken as "Disagree".

Decision Rule: For the research questions, weighted mean scores of 2.50 and above were considered as agree, while weighed mean scores of 2.49 and below were considered as disagree. Where the **p-value** was less than 0.05 level of significant the null hypotheses was retained, on the other hand if **p-value** is greater than 0.05 level of significant the null hypothesis was rejected.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSES

The analysis is done under the following heading:

A. Demographic data

B. Answering the research questions

C. Hypothesis testing

D. Discussion of finding

4.1 Analysis of demographic data

The demographic data was analyzed, and the analyze is contained in tables 4.1 to 4.9

Table 4.1 Analyze of Respondents by Age

Age	No of Respondent	Percentage
17 - 24	365	24.2
25 - 29	694	46.1
30 & above	448	29.7
Total	1507	100

Source: Result of fieldwork, 2014

The table 4.1 showed information on the various ages of respondents as can be seen, most of the respondent's fall under the category of twenty five to twenty nine years (25 - 29) i.e. six hundred and ninety four (694) respondents representing 46.1% of the total respondents. Four hundred and forty eight (448) respondents were the next age group of thirty years and above (30 & above) which is 29.7%. The least was the age group of those who fall under seventeen to twenty four years i.e. three hundred and sixty five representing 24.2%. The information

revealed that most of those that responded were those that have been in the system and hence, they have something to say about accreditation exercise.

Table 4.2 Analyze of Respondents by Gender

Gender	No of respondents	Percentage
Male	964	64.0
Female	543	36.0
Total	1507	100

Source: Result of fieldwork, 2014

The table 4.2 revealed that nine hundred and sixty four (964) respondents i.e. 64.0% were male and five hundred and forty three (543) respondents i.e. 36.0% were females. This showed that there was consideration for gender by the researcher and it implies that both sexes have representation in the responses.

Table 4.3 Analyze of Respondents by Status

Respondents	No of Respondent	Percentage
Lecturers	936	62.1
Students	571	37.9
Total	1507	100

Source: Result of fieldwork, 2014

The table 4.3 showed the status of the academic staff and students respondents, nine hundred and thirty six (936) Respondents representing 62.1% are lecturers while five hundred and seventy one (571) respondents i.e. 37.9% are students. This implies that, most of the respondents were lecturers that are direct beneficiary of the exercises; hence they might be frank and sincere in their responses.

4.2 Answers to Research Questions

Data relating to the research questions were analyzed. The result is show in tables 4.4, 4.5. 4.6, to 4.7 However, the detail of the responses is as follow:-

Research question one: What is the influence of NCCE accreditation exercise on academic standard in Colleges of Education in North-west Geo-political Zone Nigeria?

To answer this question, questionnaire items 1 – 10 included in the questionnaire to gather the necessary data. The result is shown in table 4.4

Table 4.4 Respondents Ratings on Research Question One

S/N	ITEMS Influence of accreditation on academic quality	SA 4	A 3	D 2	SD 1	 4	CF 10	$\bar{x}$ 2.5	DECISION
1	Effective academic regulations are well Published and followed in your college	138 (97)	79 (86)	268 (358)	203 (278)	1507	3168	2.10	Disagree
2	Unqualified students are compelled to remedy deficiencies before graduation in your college	348 (384)	105 (25)	101 (80)	204 (260)	1507	4144	2.75	Agree
3	Lectures are conducted at the right time in your college	118 (118)	168 (171)	256 (279)	268 (129)	1507	3428	2.27	Disagree
4	Academic calendar is strictly followed in your college	198 (64)	137 (140)	197 (224)	280 (267)	1507	3268	2.16	Disagree
5	There is thorough and fair assessment of tests and examination in your college	181 (111)	136 (106)	276 (211)	277 (209)	1507	3354	2.23	Disagree
6	Exams questions and marking schemes are taken for moderation in your college	71 (121)	166 (117)	347 (203)	290 (192)	1507	3199	2.12	Disagree
7	Exams questions are highly secured against leakage in your college	128 (128)	162 (130)	348 (216)	289 (106)	1507	3423	2.27	Disagree
8	external moderators of your college are qualified and competent	328 (358)	38 (228)	243 (83)	180 (221)	1507	4223	2.80	Agree
9	There is strict adherence to time table in your college	191 (106)	121 (108)	254 (295)	303 (129)	1507	3405	2.26	Disagree
10	Only qualified candidate are admitted in your college	145 (125)	150 (145)	298 (245)	254 (145)	1507	3450	2.29	Disagree
	Grand mean	1846 (1612)	1262 (1156)	2588 (2194)	2476 (1936)	15070	35062	2.33	Disagree

Note: The scores outside the brackets are for lecturers and those inside are for students.

Source: Field Survey, 2014

Research Questions one.

What is the influence of NCCE accreditation exercise on academic quality in colleges of education in North-west Geo-political Zone Nigeria?

To answer this question, questionnaire items 1 – 10 were raised and the summary of the responses is as presented in table 4.4

Analyses of Respondents on Research Question One

Table 4.4 Showed respondents mean rating of NCCE accreditation influence on academic quality in colleges of education in North-west Geo-political Zone Nigeria. The response to item one of the questionnaires which is "effective academic regulations are well published and followed in your college", got a score of 138 for academic staff and 97 for students on strongly agree, for agree the academic staff got a score of 79 against 86 for students, the disagree scores were 268 for academic staff and 358 for students, for strongly disagree the academic staff score 203 and students scored 278. Based on the scores, the mean rating for the item one was 2.10 which is in the range of disagrees.

The response to the item number two in the questionnaires, which is "Unqualified students are compelled to remedy deficiencies before graduation in your college" the academic staff for strongly agree score 348 and the students scored 384, their scores for agree was 105 and 25 for academic staff and students respectively, the scores for disagree were 101 for academic staff and 80 for students, while on strongly disagree is 204 and 260 for lecturers and students. The mean rating for this particular item is 2.75 which stands for agree.

The response to the item number three in the questionnaires "lectures are conducted at the right tine in your college" showed that for strongly agree, academic staff scored 118 and the students 118 while for the agree the academic staff scored 168 and the students scored 171, for disagree the scored for academic staff and students was 256 and 279, while

for strongly disagree is 268 and 129 for lecturers and students respectively. The means rating for this particular item is 2.27 which falls under disagree.

Item number four of the instrument which is “academic calendar is strictly followed in your college”, for strongly agree, the academic staff scored 198 and the students scored 64, the score for agree was 137 for academic staff 140 for students, the score of 197 was for academic staff and 224 for students on disagree and for strongly disagree on the item, the score of 280 was for academic staff and 267 for students. The mean rating for this item was 2.16 which is disagree.

Item five of the instrument which is “ There is thorough and fair assessment of tests and examinations in your college” the scored for academic staff on strongly agree was 181 for students was 111, the score for agree was 136 for academic staff and 106 for students while for disagree was 276 for academic staff and 211 for students on strongly disagree the scored for academic staff and students is 277 and 209 respectively. The mean rating for this item was 2.23 which is disagree.

The item six of the instrument is “exams questions and marking schemes are taken for moderation in your college”, for this item, the score for academic staff on strongly agree was 71 and that of students was 121, on agree, the score for academic staff was 166 and that of students was 117, the disagree score for academics staff was 347 and for students was 203, and on strongly agree 290 was for academic staff and 192 was for students. The mean rating for this item was 2.12 and which is disagree

“Exams questions are highly secured against linkage in your college” was the item seven in the questionnaire for which on strongly agree, the academic staff score was 128 while the students score was 128, and for agree the score for academic staff was 162 and for

students was 130, the score for academic staff on disagree was 348 while for student was 216, the academic staff scored on strongly disagree was 289 against the score of 106 for students. The mean rating for this item was 2.27 and is disagree.

The item eight of the instrument which was about "external moderators of your college are qualified and competent" the scores for academics staff and students on strongly agree was 328 and 358 respectively, for agree on the same item, the academic staff scores 38 and students 128, on the disagree the academic staff score was 243 while the students was 83 while the score for academic staff on strongly disagree was 108 and that of students was 221. The mean rating for this item was 2.80 which is agreed.

As regards to the item nine of the questionnaire that is "There is strict adherence to time table in your college" the score for academic staff on strongly agree was 191 and that of students was 106, the academic staff score on agree was 121 while the students own was 108, the score for academic staff and students on disagree were 254 and 295 respectively, for strongly disagree is 303 for academic staff and 129 for students. The mean rating therefore, for this item was 2.26 which is also disagree.

The item ten "only qualified candidates are admitted in your college" the scores for academic staff for strongly agree was 145 and for students was 125, the score for agree was 150 for academic staff and 145 for student while for disagree there is 298 and 245 for academic staff and students, for strongly disagree for academic staff and students was 254 and 145 respectively. The mean rating for item is 2.29 which is disagree. Considering the various mean rating; the grand mean was 2.33 which is below 2.50. This implies that both academic staff and students of various colleges of education disagree with the presence of most of the academic standard indices in colleges of education under study.

Research question two: What is the influence of NCCE accreditation exercise on provision of quality facilities in Colleges of Education in North-west Geo-political Zone Nigeria?

To answer this question, questionnaire items 11 – 20 included in the questionnaire to gather the necessary data. The result is shown in table 4.5

Table 4.5 Respondents Rating on Research Questions Two

	Influence of Accreditation on Provision of quality facilities	SA 4	A 3	D 2	SD 1	4	CF 10	$\bar{x}$ 2.5	DECISION
11	Your college is usually borrow facilities for the purpose of accreditation exercise	158 (178)	196 (100)	286 (266)	185 (138)	1507	3659	2.43	Disagree
12	The accreditation teams give approval in the absent of facilities in your college	92 (122)	102 (97)	516 (360)	106 (112)	1507	3423	2.27	Disagree
13	Most of the facilities in your college are outdated which as a result affect the accreditation of programmes in your college	109 (119)	162 (130)	358 (404)	109 (116)	1507	3537	2.35	Disagree
14	Facilities are always provided when needs arises in your college	348 (263)	118 (127)	166 (73)	204 (208)	1507	4069	2.70	Agree
15	Availability of facilities, facilited easy accreditation of programmes in your college	363 (229)	213 (103)	133 (66)	203 (197)	1507	4114	2.73	Agree
16	Your college facilities are not functioning due to poor maintenance culture which resulted in late accreditation	165 (55)	62 (63)	474 (337)	214 (137)	1507	3228	2.14	Disagree
17	The college management encourage accreditation term to accredit programmes that should not be accredited	121 (79)	64 (79)	504 (343)	171 (146)	1507	3240	2.15	Disagree
18	Your college purchase facilities to your department on yearly bases	109 (110)	70 (69)	473 (339)	152 (185)	1507	3254	2.16	Disagree
19	Lack of maintenance of facilities have affected the college in terms of accreditation	255 (205)	229 (115)	195 (105)	267 (136)	1507	3875	2.57	Agree
20	Lack of functioning facilities has grossly affected the standard of education in your college	450 (280)	36 (35)	75 (50)	370 (210)	1507	3803	2.52	Agree
	Grand mean	2170 (1640)	1252 (918)	3180 (2343)	1982 (1585)	15070	36363	2.41	Disagree

Note: The scores outside the brackets are for lecturers and those inside are for students.
Source: Field Survey, 2014

Analyses of Respondents on Research Question Two

The table 4.5 showed respondents means rating on influence of NCCE accreditations exercises on provision of quality facilities, the table indicated that for item number eleven" your College is usually barrow facilities for the purpose of accreditation exercise" the score on strongly agree was 158 and 178 for academic staff and students, for agree 196 for academic staff and 100 for students, for disagree 286 for academic staff and 266 for students and for strongly disagree 185 for academic staff and 138 for students, the mean rating for the item eleven was 2.43 which is disagree.

For item twelve, "the accreditation teams give approval in the absent of facilities in your college" the score on strongly agree was 92 and 122 for academic staff and students, for agree is 102 and 97 for academic staff and students, 516 for academic staff and 360 for students and for disagree 106 for academic staff and 112 for students under strongly disagree. The mean rating for the item is 2.27 which is disagree

For item thirteen "most of the facilities in your college are outdated which as a result affect the accreditation of programmes in your college" academic staff score on strongly agree was 109 and students was 119, for academic staff on agree is 162 and for students is 130, for disagree, 358 for academic staff and 404 for students and for strongly disagree 109 for academic staff and 116 for students. The mean rating for the item is 2.35 which is disagree.

For item fourteen "facilities are always provided when needs arises in your college" academic staff score on strongly agree was 348 and 263 for students, for agree 118 for academic staff and 127 for students, for disagree 166 for academic staff and 73 for students and for strongly disagree 204 for academic staff and 408 for students. The mean rating for the item is 2.70 which is agree.

For item fifteen, “Availability of facilities, facilited easy accreditation of programmes in your college” academic staff score on strongly agree was 363 and 229 for students, for agree 213 for academic staff and 103 for students, for disagree, 133 for academic staff and 66 for students and for strongly disagree 203 for academic staff and 197 for students. The mean rating for the item is 2.73 which is agreed.

For item sixteen, “your college facilities are not functioning due to poor maintenance culture which resulted in late accreditation” academic staff score on strongly agree was 165 and 55 for students, for agree 62 for academic staff and 63 for students, for disagree 474 for academic staff and 337 for student and for strongly disagree 214 for academics staff and 137 for students. The mean rating for the item is 2.14 which is disagree.

For item seventeen “ the college management encourage accreditation team to accredit programmes that should not be accredited” academic staff score on strongly agree was 121 and 79 for students, for agree 64 for academic staff and 79 for students, for disagree 504 for academic staff and 343 for students and for strongly disagree 171 for academic staff and 146 for students. The mean rating for the item is 2.15 which is disagree.

For item eighteen “your college purchase facilities to your department on yearly bases” academic staff score on strongly agree was 109 for academic staff and 110 for students, for agree, 70 for academic staff and 69 for students for disagree 473 for academic staff and 339 for students and for strongly disagree 152 for academic staff and 185 for students. The mean rating for the item was 2.16 which is disagree.

For item nineteen “lack of maintenance of facilities have affected the college in terms of accreditation” academic staff score on strongly agree was 255 and 205 for students, for agree 229 for academic staff and 115 for students, for disagree, 195 for academic staff and

105 for students and for strongly disagree 267 for academic staff and 136 for students. The mean rating for the item was 2.57 which is agreed.

For item twenty "lack of functioning facilities has grossly affected the standard of education in your college" academic staff score on strongly agree was 450 and 280 for students, for agree 36 for academic staff and 35 for students, for disagree, 75 for academic staff and 50 for students and for strongly disagree 370 for academic staff and 210 for students. The mean rating for the item was 2.52 which is agreed. Given the various mean rating, the grand mean is 2.41 which is below 2.50. This implies that both academic staff and students of various colleges of education disagree with the presence of most of the indices on provision of quality facilities in colleges of education under study.

Research question three: What is the influence of NCCE accreditation exercise on sustenance of quality facilities after the excises in Colleges of Education in North-west Geo-political Zone Nigeria?

To answer this question, questionnaire items 21 – 30 included in the questionnaire to gather the necessary data. The result is shown in table 4.6

Table 4.6 Respondents Ratings on Research Question Three

S/N	Influence of accreditation on sustenance of quality facilities after the exercise	SA 4	A 3	D 2	SD 1	4	CF 10	$\bar{x}$ 2.5	DECISION
21	Your college are maintained facilities after accreditation exercises	159 (141)	174 (77)	324 (261)	206 (165)	1507	3494	2.32	Disagree
22	Adequate care is given to facilities in your college to avoid damage after accreditation exercises	223 (131)	156 (111)	308 (256)	174 (148)	1507	3667	2.43	Disagree
23	Damage facilities are repaired/ replaced in your college after accreditation exercises	140 (122)	162 (188)	347 (243)	200 (175)	1507	3443	2.28	Disagree
24	Due to available facilities after the accreditation exercise, the performance of lecturers and students has improved	109 (113)	154 (160)	328 (229)	252 (162)	1507	3358	2.23	Disagree
25	There is penalty to students who damage any facilities in your college after accreditation exercises	177 (139)	163 (147)	293 (252)	235 (101)	1507	3620	2.40	Disagree
26	Adequate security is provided to facilities to avoid theft in your college after accreditation exercises	141 (178)	178 (89)	258 (219)	218 (226)	1507	3475	2.31	Disagree
27	The adequacy of facilities after the exercises has changed the perception of your college	444 (224)	30 (32)	169 (44)	364 (200)	1507	3848	2.55	Agree
28	Your college provided enough facilities after accreditation for teaching and learning	334 (314)	46 (34)	249 (89)	264 (177)	1507	3949	2.62	Agree
29	Students are exposed to new facilities provided by the college after the exercises	349 (285)	95 (58)	105 (100)	255 (260)	1507	3920	2.60	Agree
30	Maintenance of facilities after accreditation exercises motivates teaching and learning in your college	370 (286)	170 (60)	140 (67)	310 (104)	1507	4142	2.75	Agree
	Grand mean	2446 (1933)	1328 (886)	2521 (1760)	2478 (1718)	15,070	36916	2.45	Disagree

Note: The score outside the brackets are for lectures and those inside are for students.
Source: Field Survey, 2014

Analyses of Respondents on Research Question Three

Table 4.6 Showed respondents rating of NCCE accreditation's influence on sustenance of quality facilities, the table revealed that questionnaire item number twenty one which is "your college maintaineds facilities after accreditation" got a score of 159 for academic staff and 141 for students on strongly agree, for agree the academic staff got a score of 174 against 77 for students, the disagree scores were 324 for academic staff and 216 for students, for strongly disagree, the academic staff score 206 and students scored 165. Based on the scores, the mean rating for item one is 2.32 which in range of disagree.

For item number twenty two of the instrument, which is "Adequate care is given to facilities in your college to avoid damage after accreditation exercises" the academic staff for strongly agree score 223 and the students scored is 131 their scores for agree was 156 and 111 for academic staff and students respectively, the score for disagree were 308 for academic staff and 256 for students, the score for strongly disagree were 174 for academic staff and 148 for students. The mean rating for item twenty two is 2.43 which stand for disagree.

The response to the item number twenty three in the questionnaire which is "damage facilities are repaired/replaced in your college after accreditation exercises" showed that for strongly agree, academic staff score 140 and the students 122 while for agree the academic staff scored 162 and the students scored 118 and the disagree for academic staff is 347 and 243 for students and strongly disagree for academic staff is 200 while for students is 175. The mean rating for this particular item is 2.28 which fall under disagree.

Item number twenty four of the instrument which is "due to available facilities after the accreditation exercises, the performance of lecturers and students has improved" for

strongly agrees, the academic staff scored 109 and the students scored 113, the score for agree was 154 for academic staff 160 for students, the score of 328 was for academic staff and 229 for students on disagree, strongly disagree is 252 and 162 is for academic staff and students respectively. The mean rating for this item was 2.23 which is disagree.

Item twenty five of the instrument which is "there is penalty to students who damage any facilities in your college after accreditation exercises" the score for academic staff on strongly agree was 177 for students 139, the score for agree was 163 for academic staff and 147 for students while for disagree was 293 for academic staff and 252 for students and for strongly disagree 235 and 101 for academic staff and students respectively. The mean rating for this item was 2.40 which is disagree.

The item twenty six of the instrument is "Adequate security is provided to facilities to avoid theft in your college after accreditation exercises" the score for academic staff on strongly agree was 141 and that of students was 178, on agree the score for academic staff was 178 and that of students was 89, the disagree score for academic staff was 258 and for student is 219 and strongly disagree for academic staff was 218 and for students 226. The mean rating for this item was 2.31 and which is disagree,

"The adequacy of facilities after the exercises has changed the perception of your college" was the item twenty seven in the questionnaires, for strongly agree the academic staff score was 444 while the students score was 224, and for agrees the score for academic staff was 30 and for students was 32, the score for academic staff on disagree was 169 while for students was 44, the academic staff score on strongly disagree was 364 against the score of 200 for students. The mean rating for this item was 2.55 and is agree.

The item twenty eight of the instruments which was about "Your college provide enough facilities after accreditation for teaching and learning" the scores for academic staff and students on strongly agree was 334 and 314 respectively, for agree on the same item, the academic staff scored 46 and students 34, on the disagree the academic staff score was 249 while the student was 89 while the score for academic staff on strongly disagree was 264 and that of students was 177. The means rating for this item was 2.62 which is agreed.

As regards to the item twenty nine of the questionnaire that is "Students are exposed to new facilities provided by the college after the exercises" the score for academic staff on strongly agree was 349 and that of student was 285, the academic staff score on agree was 95 while the students own was 58 the score for academic staff and students on disagree were 105 and 100 respectively, on strongly disagree 255 and 260 was the scored of academic staff and students. Based on the scores, the mean rating for item twenty nine is 2.60 which in range of agree.

The item thirty is "Maintenance of facilities after accreditation exercises motivates teaching and learning in your college "the scores for academic staff for strongly agree score 370 and the students scored 286, their score for agree was 170 and 60 for academic staff and students respectively, the scored for disagree were 140 for academic staff and 67 for students, while for strongly disagree for academic staff was 310 and for students was 104. The mean rating for this particular item was 2.75 which stand for agree.

Considering the various mean rating, the grand mean was 2.45 which is below 2.50. This implies that both academic staff and students of various colleges of education disagree with the presence of most of the indices of sustaining quality facilities in colleges of education under study.

Research Question 4

Research question four: What is the influence of NCCE accreditation exercise on curriculum delivery in Colleges of Education in North-west Geo-political Zone Nigeria?

To answer this question, questionnaire items 31 – 40 included in the questionnaire to gather the necessary data. The result is shown in table 4.7

Table 4.7 Respondents Rating on Research Questions Four

S/N	Influence of accreditation on curriculum delivery	SA 4	A 3	D 2	SD 1	4	CF 10	$\bar{x}$ 2.5	DECISION
31	There is Adequate curricular which cover all the necessary competencies in your college	121	90	484	241	936	1963	2.09	Disagree
32	There is periodic review of curricular by NCCE of your discipline	164	97	390	285	936	2012	2.15	Disagree
33	The Current curriculum meets up the demand of industry and society	112	89	418	317	936	1868	2.00	Disagree
34	There is Periodic addition of local content to curricular of your discipline	112	179	335	310	936	1965	2.10	Disagree
35	Stakeholders, communities, lecturers of your college are involved in the review of curriculum of your discipline	289	225	139	283	936	2392	2.56	Agree
36	There is effective delivery of curricular by lecturers in your college	78	150	421	287	936	1891	2.02	Disagree
37	Information communication technology plays a major roles in the curriculum delivery in your college	142	129	338	327	936	1958	209	Disagree
38	The curricular takes into consideration norms, values, and culture, of the Nigerian community	62	171	359	344	936	1823	1.95	Disagree
39	The curriculum is direct and self explanatory for the users of your discipline	329	233	95	279	936	2484	2.65	Agree
40	The curriculum gives room for usage of modern facilities in your college	90	118	339	389	936	1781	1.90	Disagree
	Grand mean	1499	1481	3318	3062	9,360	20,137	2.15	Disagree

Note: All the scored in table 4.7 are for academic staff only.

Source: Field Survey, 2014

Analyses of Respondents on Research Question Four

Table 4.7 Showed respondents rating of NCCE accreditation's influence on curricular delivery, the table revealed that questionnaire item number thirty one which is "there is adequate curricular which cover all necessary competencies in your discipline" the scores on strongly agree for academic staff was 121, there score also on agree was 90, there scores on disagree was 484, the scores of 241 for strongly disagree is all for academic staff. The mean rating for the scores on the item was 2.09 which is disagree

Item number thirty two of the questionnaires i.e. "There is periodic review of curricular by NCCE of your discipline" get the scores on strongly agree for academic staff as 164 and for the agree the academic staff got the score of 97, the scores in respect of disagree were 390, for strongly disagree the academic staff is 285, the mean rating for this item is 2.15 which is disagree.

The item thirty three of the questionnaires i.e. "The current curriculum meets up the demand of industry and society" showed that, the score for academic staff on strongly agree was 112, and agree was 89, there scored on disagree for academic staff is also 418 and 317 is the score for strongly disagree respectively. The mean rating for this item was 2.00 which is disagree

"There is periodic addition of local content to curricular of your discipline" was the thirty four items in the instrument which recorded the score for strongly agree for academic staff is 112, agree for academic staff 179, for disagree the scores for academic staff 335, the strongly disagree for the academic staff 310. The mean rating for this item is 2.10 which is disagree

Item number thirty five of the questionnaire is "stakeholders, community lecturers of your college are involved in the review of curriculum of your discipline" The scores for the

academic staff on strongly agree was 289, on the agree the score was 225 for academic staff, 139 for academic staff on disagree while strongly disagree, the scores were 283 for academic staff only. The mean rating for this item was 2.56 which is agree

The item thirty six of the instrument was “there is effective delivery of curricular by lecturers in your college” the scores for the item on strongly agree for academic staff was 78 while agree is 150, for disagree the scores for academic staff 421, the score of academic staff on strongly disagree was 287. The mean rating for the item was 2.02 which is disagree.

The academic staff scores on item numbers thirty seven which was “information communication technology plays a major roles in the curriculum delivery in your college” the academic staff score on strongly agree was 142, on the agree their scores were 129 for academics staff, on the disagree, 338 for academic staff while for strongly disagree, the academic staff got a score of 327. The mean rating for this item was 2.09 which is disagree.

The item number thirty eight on the instrument i.e. “the curriculum takes into consideration norms, values, and culture of Nigerian community” was on scores of strongly agree 62 for academic staff, the scores for agree was 171 for academic staff, on disagree the score was 359 for academic staff, for their score on strongly disagree were 344 for academics staff. The mean rating for the item is 1.95 which is disagree.

The item thirty nine on the instrument was “The curriculum is direct and self explanatory for the users of your discipline” the scores on strongly agree 329 for academic staff, on agree 233 for academic staff, on disagree 95 for academics staff, on strongly disagree 279 for academic staff. The mean rating for this particular item was 2.65 and which is agree

The item forty of the instrument was “the curriculum gives room for usage of modern facilities in your college” The score for strongly agree by academic staff is 90, for agree was 118 for academic staff, on disagree 339 for academic staff, and for strongly disagree 389 for academic staff. The mean rating was 1.90 which is disagree.

Considering the various mean ratings the grand mean was 2.15 which is below 2.50. This implies that both academic staff and students of various colleges of education disagree with the presence of most of the indices on curriculum delivery in colleges of education under study.

4.3 Test of Null Hypotheses

Under this section, the null hypotheses were tested using Pearson Product Moment Correlation Coefficient and the result is contained in tables 4.8 to 4.11

Null hypotheses 1: NCCE accreditation Exercises has no significance influence on academic quality in Colleges of Education in North-west Geo-political Zone, Nigeria.

The test of this Null Hypothesis can be seen as summarized in table 4.8

TABLE 4.8 Testing of null hypotheses ($H0^1$)

Variable	Numbers	$\bar{x}$	calculated	critical	DF	Decision
Accreditation	1507	2.33	0.496	0.632	8	Significance >0.05
Academic Quality						

Note: Correlation is significant at 0.05 levels (2-tailed)
Source: Result of fieldwork, 2014

P= VALUE IS 0.496

The data in table 4.8 shows that there is a positive correlation between accreditation exercise and academic quality in colleges of education in north-west geo-political zone of Nigeria (p= 0.496). This means the null hypothesis is not accepted and the alternative upheld. That is, there is a significant relationship between accreditation exercises and academic quality in colleges of education in north-west geo-political zone Nigeria. This means that the respondents disagree with the presence of most of the indices on academic quality in the Colleges of Education under study.

NULL hypotheses 2: NCCE accreditation Exercises has no significance influence in provision of quality facilities in Colleges of Education in North-west Geo-political Zone, Nigeria.

The test of this Null Hypothesis can be seen as summarized in table 4.9

Table 4.9 **Testing of null hypotheses ($H0^2$)**

Variable	Numbers	$\bar{x}$	calculated	critical	DF	Decision
Accreditation	1507	2.41	0.335	0.632	8	Significance >0.05
Provisions of quality Facilities						

Note: Correlation is significant at 0.05 levels (2-tailed)
Source: Result of fieldwork, 2014

P= VALUE IS 0.335

The data in table 4.9 shows that there is a positive correlation between accreditation exercise and provision of quality facilities in colleges of education in north-west geo-political zone of Nigeria (p= 0.335). This means the null hypothesis is not accepted and the alternative upheld. That is, there is a significant relationship between accreditation exercises and provision of quality facilities in colleges of education in north-west geo-political zone Nigeria. This means that the respondents disagree with the presence of most of the indices on provision of quality facilities in the Colleges of Education under study.

NULL hypotheses 3: NCCE accreditation Exercises has no significance influence in sustaining quality facilities after the exercise in Colleges of Education in North-west Geo-political Zone, Nigeria

The test of this Null Hypothesis can be seen as summarized in table 4.10

Table 4.10 **Testing of null hypotheses ($H0^3$)**

Variable	Numbers	$\bar{x}$	calculated	Critical	DF	Decision
Accreditation	1507	2.45	0.475	0.632	8	Significance >0.05
Sustaining facilities after the exercises						

Note: Correlation is significant at 0.05 levels (2-tailed)
Source: Result of fieldwork, 2014

P= VALUE IS 0.475

The data in table 4.10 shows that there is a positive correlation between accreditation exercise and sustaining the facilities after the exercises in colleges of education in north-west geo-political zone of Nigeria (p= 0.475). This means the null hypothesis is not accepted and the alternative upheld. That is, there is a significant relationship between accreditation exercises and sustaining of facilities after the exercises in colleges of education in north-west geo-political zone Nigeria. This means that the respondents disagree with the presence of most of the indices on sustenance of facilities after the exercises in the Colleges of Education under study.

NULL hypotheses 4: NCCE accreditation Exercises has no significance influence on curriculum delivery in Colleges of Education in North-west Geo-political Zone, Nigeria.

The test of this Null Hypothesis can be seen as summarized in table 4.11

Table 4.11 Testing of null hypotheses ($H0^4$)

Variable	Numbers	$\bar{x}$	Calculated	Critical	DF	Decision
Accreditation	1507	2.06	0.085	0.632	8	Significance >0.05
Curriculum Delivery						

Note: Correlation is significant at 0.05 levels (2-tailed)
Source: Result of fieldwork, 2014

P= VALUE IS 0.085

The data in table 4.11 shows that there is a positive correlation between accreditation exercise and curriculum delivery in colleges of education in north-west geo-political zone of Nigeria (p= 0.085). This means the null hypothesis is not accepted and the alternative upheld. That is, there is a significant relationship between accreditation exercises and curriculum delivery in colleges of education in north-west geo-political zone Nigeria. This means that

the respondents disagree with the presence of most of the indices on curriculum delivery in the Colleges of Education under study.

4.4 Summary of the Major Findings

The study established that:

(1) NCCE accreditation exercise had significant influence on academic quality in colleges of education in North-west Geo-political Zone, Nigeria. This is in line with the result of research question one which shows the grand mean of 2.33 which is below the cut-off point of 2.50. This implies that both academic staff and students of various colleges of education disagree with the presence of most of the academic quality indices in colleges of education. The result of Null hypotheses one tested which show the P-value of 0.496 which is greater than 0.05 levels of significant. Based on this, the null hypothesis which stated that, NCCE accreditation exercises has no significance influence on academic quality in Colleges of Education in North-west Geo-political Zone, Nigeria was rejected. This implies that both academic staff and students of various colleges of education disagree with the presence of most of the academic quality indices in colleges of education under study.

(2) NCCE accreditation exercise had significant influence on provision of quality facilities in colleges of education in North-west Geo-political Zone, Nigeria. This is in line with the result of research question two which shows the grand mean of 2.41 which is below the cut-off point of 2.50. This implies that both academic staff and students of various colleges of education disagree with the presence of most of the indices on provision of quality facilities in colleges of education. The result of Null hypotheses two tested which show the P-value of 0.335 which is greater than 0.05 levels of significant. Based on this, the null hypothesis which stated that, NCCE accreditation exercises has no significance influence on

provision of quality facilities in Colleges of Education in North-west Geo-political Zone, Nigeria was rejected. This implies that both academic staff and students of various colleges of education disagree with the presence of most of the indices on provision of quality facilities in colleges of education under study.

(3) NCCE accreditation exercise had significant influence in sustaining quality facilities after the exercises in colleges of education in North-west Geo-political Zone, Nigeria. This is in line with the result of research question three which shows the grand mean of 2.45 which is below the cut-off point of 2.50. This implies that both academic staff and students of various colleges of education disagree with the presence of most of the indices on sustaining quality facilities after the exercises in colleges of education. The result of Null hypotheses three tested which show the P-value of 0.475 which is greater than 0.05 levels of significant. Based on this, the null hypothesis which stated that, NCCE accreditation exercises has no significance influence on academic standard in Colleges of Education in North-west Geo-political Zone, Nigeria was rejected. This implies that both academic staff and students of various colleges of education disagree with the presence of most of indices on sustaining quality facilities after the exercises in colleges of education under study.

(4) NCCE accreditation exercise had significant influence on curriculum delivery in colleges of education in North-west Geo-political Zone, Nigeria. This is in line with the result of research question four which shows the grand mean of 2.06 which is below the cut-off point of 2.50. This implies that both academic staff and students of various colleges of education disagree with the presence of most of the

indices on curriculum delivery in colleges of education. The result of Null hypotheses four tested which show the P-value of 0.085 which is greater than 0.05 levels of significant; Based on this, the null hypothesis which stated that, NCCE accreditation exercises has no significance influence on curriculum delivery in Colleges of Education in North-west Geo-political Zone, Nigeria was rejected. This implies that both academic staff and students of various colleges of education disagree with the presence of most of the indices on curriculum delivery in colleges of education under study.

4.5 Discussion of Major findings.

Based on the data analyses on research questions 1 – 4 using mean and the null hypothesis 1– 4 tested using Pearson Product moment correlation coefficient. The following are discussions of findings:-

Discussion of Major Findings on Research Questions and Hypothesis

Based on the analysis of research question one in table 4.4 shows the influence of NCCE accreditation exercise on academic quality as indicated by the grand mean of 2.33 which fall under the categories of disagree. This implies that both academic staff and students of various colleges of education disagree with the presence of most of the academic quality indices in colleges of education under study.

This is in line with the null hypothesis one tested in table 4.8 which shows that there is a positive correlation between accreditation exercise and academic quality in colleges of education in north-west geo-political zone of Nigeria (p= 0.496). This means the null hypothesis is not accepted and the alternative upheld. That is, there is a significant relationship between accreditation exercises and academic quality in colleges of education in

north-west geo-political zone Nigeria. This means that the respondents disagree with the presence of most of the indices on academic quality in the Colleges of Education under study.

The negative influence of NCCE accreditation on academic quality may be due to the fact that, most of times accreditation teams concern only with the academic records not checking practical academic activities like supervising lectures while teaching among others. As regards to issues like stick following of academic calendar may be the way that NCCE cannot help because of frequent strikes by the union but yet it can make some input by advising government on its implication on academic activities. The issue of quality therefore is an important one that needs to be addressed as suggested by Aminu (2007).

The analysis of research question two in tables 4.5 shows the influence of NCCE accreditation exercise in provisions of quality facilities as indicated by the grand mean of 2.41 which falls under the categories of disagree. This implies that both academic staff and students of various colleges of education disagree with the provision of quality facilities in colleges of education under study.

This is in line with the null hypothesis one tested in table 4.9 which shows that there is a positive correlation between accreditation exercise and provision of quality facilities in colleges of education in north-west geo-political zone of Nigeria ($p= 0.335$). This means the null hypothesis is not accepted and the alternative upheld. That is, there is a significant relationship between accreditation exercises and provision of quality facilities in colleges of education in north-west geo-political zone Nigeria. This means that the respondents disagree with the presence of most of the indices on provision of quality facilities in the Colleges of Education under study.

The result of the analysis of research question three in table 4.6 showed the influence of NCCE accreditation in sustenance of facilities after the exercises as indicated by the grand mean of 2.45 which falls under the categories of disagree. This implies that both academic staff and students of various colleges of education disagree with the idea of sustaining facilities after the exercises in colleges of education under study.

This is in line with the null hypothesis three tested in table 4.10 which shows that there is a positive correlation between accreditation exercise and sustaining the facilities after the exercises in colleges of education in north-west geo-political zone of Nigeria (p= 0.475). This means the null hypothesis is not accepted and the alternative upheld. That is, there is a significant relationship between accreditation exercises and sustaining of facilities after the exercises in colleges of education in north-west geo-political zone Nigeria. This means that the respondents disagree with the presence of most of the indices on sustenance of facilities after the exercises in the Colleges of Education under study.

Hence, the absence of some of these indices as indicated by the result of the research questions (3) means a weakness in the sustenance of quality facilities after the exercise as observed by Gusau 2006 and Ademuluiyi (2009).

The result of the analysis of research question four in table 4.7 showed the influence of NCCE accreditation on curriculum delivery as indicated by the grand mean of 2.06 which falls under the categories of disagree. This implies that both academic staff and students of various colleges of education disagree with the idea of curriculum in terms delivery in colleges of education under study.

This is in line with the null hypothesis four tested in table 4.11 which shows that there is a positive correlation between accreditation exercise and curriculum delivery in colleges of

education in north-west geo-political zone of Nigeria (p= 0.085). This means the null hypothesis is not accepted and the alternative upheld. That is, there is a significant relationship between accreditation exercises and curriculum delivery in colleges of education in north-west geo-political zone Nigeria. This means that the respondents disagree with the presence of most of the indices on curriculum delivery in the Colleges of Education under study.

Any well designed curriculum should be capable of being comprehensive; this can only be obtained if it takes into consideration the background, norms cultures, religion and political way of life of the community within which it is to be applied as opined by Akinmusuru (2012). Hence, the absence of some of these indices as is indicated by the result of the research questions (4) means a weakness in the curricular delivery as observed by Gusau 2006 and Ademuluiyi (2009).

Discussion of Major Findings on Accreditation Report and Observation

The Committee on arrival to the College of Education Kano on Thursday 7 November 2013 met with the Management and informed them of its mission. Issues discussed during the meeting include physical facilities available, minimum academic standard, staff development and general policy. In his response, the Provost mentioned that the College had made tremendous progress from the last visit by the team. The progress includes construction of more lecture theaters, workshops and laboratories, purchase of computers, laboratory equipment and digital facilities. In the era of staffing, he informed the committee that 95 academic staff are pursuing various higher degree programmes.

Inspection of Physical Facilities in Vocational and Technical Education

On Friday 8 November, 2013, the Committee went round the College and inspected the facilities on ground in Departments of Business Education, Agric Education, Home Economic Education and Fine Applied Art Education.

Observation Made by the Committee on Academic Programmes

The Student – Teacher Ratio (STR) is fair

Recommendation Made by the Committee on Academic Programmes

The College should endeavour to recruit more teachers to strengthen the NCE Programmes.

Observation Made by the Committee on Physical Facilities

1. There are adequate classrooms
2. Office accommodation are adequately provided
3. Equipment required for teaching of business education courses need to be replaced.

Observation Made By the Researcher on the Adequate of Physical Facilities

The trends seem to be contrary to what were obtainable as the researcher observed, in many institutions facilities and equipment are not available Similarly, some of the academic staff that the researcher discussed with, made the same observations that, some facilities are not well functioning the way it is expected like manual typewriters, electric typewriters and computers. Some even said that, some needed facilities, equipment are sometime hire during examination. In line with this also, some students that the researcher hears their views said that, the fine it very difficult to completed their typewriting and shorthand examination due to shortage of facilities in their department. Based on their view, the researcher physically used the accreditation check list and find out that most of the facilities based on NCCE

minimum standard are fairly available, and the one that are available are not properly functioning. It agrees with the observation of Ademuluiyi (2009) and Gbadamosi (2011).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter contained the summary of the work, it also contained conclusions drawn and recommendations made based on the analyses of the data for the study.

5.1 Summary.

This research work was carry out on the influence of accreditation exercise on academic standard, in colleges of education in North-west Geo-political zone, Nigeria. The general objective of this study is to determine the influence of National Commission for Colleges of Education accreditation exercises on academic standard, in Colleges of Education in North-west Geo-political Zone, Nigeria. The researcher raised four research objectives, four research questions and four null hypotheses. The survey research designed was employed. The population for the study consisted of 3,577 academic staff and 30,202 NCE III students across the zone. The data was collected by the researcher through the administering of questionnaire from the sampled lecturers and students. The collection of data was done through personal administration and employment of research assistance in each respective College of Education. The researcher used four weeks for collecting the data. Based on the major findings the NCCE accreditation exercises had no significance influence on academic quality in colleges of education in north-west geo-political zone, Nigeria and the NCCE accreditation exercise had no significance influence on the provision of quality facilities in Colleges of Education in North-west Geo-political Zone, Nigeria. NCCE accreditation exercise had no significant influence on sustaining quality facilities after the exercises in colleges of education in North-west Geo-political Zone, Nigeria.

NCCE accreditation exercise had no significant influence on curriculum delivery in colleges of education in North-west Geo-political Zone, Nigeria. On the basis of the findings the researcher concludes that the exercise is not making serious influence on academic quality, provisions of quality facilities and curriculum delivery in Colleges of Education in North-west Geo-political Zone, Nigeria. The researcher made six recommendations among them is that, NCCE should device another stranger instrument that will ensure growth passages of quality education to the recipients and the NCCE accreditation visit on academic programmes should be done after every two years instead of the normal five years.

5.2 Conclusion

On the basis of the result of the findings, the researcher concluded that the NCCE accreditation exercise is weak and not having serious influence on maintenance of academics standard, provisions of quality facilities, influencing sustenance of facilities after the exercises as well as influencing curricular in terms of delivery, as most of the indices are having weak influence. The implication here is that after the exercise, they are not implementing the necessary recommendation made by the NCCE team with regard to accreditation on academic standard, facilities and curriculum in term of delivery.

5.3 Recommendation.

Based on the conclusion drawn, the researcher made the following recommendations.

1. NCCE should ensure that all the colleges are employing the service of qualified and competent external moderators.
2. NCCE should ensure that there is adequate maintenance, repaired and replaced of damage facilities in all colleges of education in north-west geo-political zone, Nigeria

3. NCCE should ensure that an adequate curricular that covers all the necessary competencies like information and communication technology etc is provided by the government and supplied to all the colleges of education in the country.
4. NCCE should device more appropriate instrument of assessing academic programmes in Colleges of Educations such as employment of the service of consultants.
5. NCCE should be making on the spot visitation to ensure that window dressing is not made regarding academic activities in the Colleges of Education.
6. NCCE accreditation visit on academic programmes should be done after every two years instead of the normal five years.

5.4 Suggestion for Further Study.

A study of this nature can not cover every area hence; there is the need for further studies, it is on this basic that the researcher suggested for further research to be conducted in the following areas:

1. Extension of the same study to other zones of the country.
2. Determine the influence of accreditation exercise on academic standard, facilities and curriculum delivery in Nigeria Universities.
3. Determine the influence of accreditation exercises on academic standard facilities and curriculum delivery at Polytechnics in Nigeria.

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Appendix 1

DEPARTMENT OF VOCATIONAL & TECHNICAL EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA NIGERIA
FACULTY OF EDUCATION

Telephone: 069-51755, 50692
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Head of Department : Professor A.A Udoh B.Ed. (Hons) Nsukka M.Ed. & Ph.D Bus Edu. (ABU)

Your Ref: _____ 24th July, 2014
M.ED/EDUC/43240/2012-2013 *Date:* _____
Our Ref: _____

Letter of Introduction

SANI ABUBAKAR – M.ED/EDUC/43240/2012-2013

This is to certify that the above mentioned name is a Postgraduate student (M.Ed Business Education) in the Department of Vocational and Technical Education, Ahmadu Bello University, Zaria, carrying out a research topic: ***Influence of Accreditation Exercise on Academic Standard, Facilities and Curriculum Implementation for Quality Assurance in colleges of Education in North West Nigeria.***

Please, kindly give him every assistance he may require

Professor A.A. Udoh
HEAD OF DEPARTMENT

Appendix II

Programme of Studies

Course Content of Business Education Curriculum in NCCE Minimum Standard

Year one – First Semester

S/N	Course Code	Course Title	Credit Unit
1	VTE 110	Introduced to Vocational and Technical Education	1
2	BED 111	Principle of Account	1
3	BED 112	Business Mathematics	1
4	BED 113	Commerce	1
5	BED 114	Introduction to Economics	1
6	BED 115	Office Practice	1
7	BED 116	Short hand theory ●	2
8	BED 117	Typewriting/key boarding ●	2
	Total		10 Credit Unit

Every one hour of theory Lecture should be followed by two hours of practical

● This should be taught by a Business Education Major

Year One - Second Semester

S/N	Course Code	Course Title	Credit Unit
1	BED 121	Principle of Account II	1
2	BED 122	Business Mathematics	1
3	BED 123	Commerce II	1
4	BED 124	Introduction to Economics II	2
5	BED 125	Office Practice II	1
6	BED 126	Short hand theory II	2
7	BED 127	Typewriting/key boarding II	2
		Total	10 Credit Unit

Source: NCCE, (2012) Minimum Standard

Year Two – First Semester

S/N	Course Code	Course Title	Credit Unit
1	BED 211	Financial Accounting	1
2	BED 212	Business Law ●	1
3	BED 213	Principles of Marketing	1
4	BED 214	Introduction for Monitory Economics	1
5	BED 215	Business Education	2
6	BED 216	Short hand II	2
7	BED 217	Word Processing	2
8	BED 218	Computer Appreciation	1
	Total		11 Credit Unit

NCCE, (2012) Minimum Standard. (● This should be taught by a business education Major)

Year Two-Second Semester

S/N	Course Code	Course Title	Credit Unit
1	BED 220	Entrepreneurship in Business Education I	1
2	BED 221	Financial Accounting II	2
3	BED 222	Method of teaching Business Subject	1
4	BED 223	Element of Labour Economic	1
5	BED 224	Short hand IV	2
6	BED 225	Words Processing	2
7	BED 226	SIWES	2
	Total		11 Credit Unit

Source: NCCE, (2012) Minimum Standard

Year Three

First Semester Accounting Option

S/N	Course Code	Course Title	Credit Unit
1	BED 324	Teaching Practice	6
	Total		6 Credit Unit

Source: NCCE, (2012) Minimum Standard

Year Three

First Semester Office Technology and Management Education (option)

S/N	Course Code	Course Title	Credit Unit
1	BED 324	Teaching Practice	6
	Total		6 Credit Unit

Source: NCCE, (2012) Minimum Standard

Year Three

Second Semester Accounting Option

S/N	Course Code	Course Title	Credit Unit
1	BED 220	Entrepreneurship in Business Education II	1
2	BEA 321	Cost and Management Accounting	1
3	BEA 322	Public Sector Economic	1
4	BEA 323	Principles of Management	1
5	BEA 324	Advanced Financial Accounting	2
6	BEA 325	Introduction to International Economics	1
7	BEA 326	Auditing	1
8	BEA 327	Business Communication	1
9	BEA 328	Taxation	1
10	BEA 329	Business Statistic	1
	Total		11 Credit Units

Source: NCCE, (2012) Minimum Standard

Year Three

Second Semester Secretariat Option

S/N	Course Code	Course Title	Credit Unit
1	BES 320	Entrepreneurship in Business Education II	1
2	BES 321	Shorthand V (100 pm)	2
3	BES 322	Words Processing II (50 wpm)	2
4	BES 333	Principles of Management	1
5	BES 334	Office Management	1
6	BES 325	Introduction to International Economics	1
7	BES 326	Business communication	2
8	BES 327	Office Technology and Management Education	2
9	BES 328	Information Technology/Computer Application	1
	Total		13 Credit unit

Source: NCCE, (2012) Minimum Standard

Apart from the content for programme of studies for awarding NCE, the content for programme of activities and program of guidance are also stated.

Programme of Activities

1. Game/sport activities (Inter school sport)
2. Excursion / field trips
3. Religious Activities
4. Social Services e.g. environment sanitation
5. Club and Society
6. Health related activities e.g. health week
7. Students unionism
8. School or departmental week e.g. vocational and Technical Education week.

Programme of Guidance

1. Matriculation (First semester) for newly admitted Students
2. Orientation
3. Career week (career talk)
4. Public Enlightenment Programme (e.g. Drugs Abuse)
5. School Placement Service
6. Examination guide
7. Remedial Service (Extra lesson for lower achievers)

   Source www.ncceonline.org

Appendix v

Summary of Responses to the Instrument

	ACADEMIC STAFF				NCE III STUDENTS				ACADEMIC STAFF				NCE III STUDENTS				RESULTS OF FINDINGS		
S/N	**SA**	**A**	**D**	**SD**	**SA**	**A**	**D**	**SD**	**SA**	**A**	**D**	**SD**	**SA**	**A**	**D**	**SD**	**X**	CF	X
1	35	190	400	22	15	320	190	35	138	79	268	203	97	86	358	278	1507	3168	2.10
2	172	260	100	-	140	440	95	-	3.48	105	101	204	384	25	80	260	1507	4144	2.75
3	-	302	237	-	-	42	597	-	118	168	256	268	118	171	279	129	1507	3428	2.27
4	6	226	211	2	14	154	586	8	198	137	197	280	64	140	224	267	1507	3268	2.16
5	25	264	450	-	15	119	314	-	181	136	276	277	111	106	211	209	1507	3354	2.23
6	15	264	525	-	15	117	262	-	71	166	347	290	121	117	203	192	1507	3199	2.12
7	44	266	255	45	19	144	426	8	128	162	348	289	128	130	216	206	1507	3423	2.27
8	155	60	225	35	245	202	65	20	328	38	243	108	358	128	83	221	1507	4223	2.80
9	20	266	150	14	11	138	191	17	191	121	254	303	106	108	295	129	1507	3405	2.26
10		274	503	-	-	100	300	-	145	150	298	254	125	145	245	145	1507	3450	2.29

S/N	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	X	CF	X
11	35	120	486	12	16	25	495	18	158	196	286	185	178	100	266	138	1507	3659	2.43
12	20	268	455	16	33	120	275	20	92	102	516	106	122	97	360	122	1507	3423	2.27
13		134	403	80	-	368	253	69	109	162	358	109	119	130	404	116	1507	3537	2.35
14	10	213	330	107	8	154	306	79	348	118	116	204	263	127	73	208	1507	4069	2.70
15	249	321	181	45	151	141	109	10	363	213	133	203	229	103	66	197	1507	4114	2.73
16	17	187	399	98	8	160	236	104	165	62	474	214	55	63	337	137	1507	3228	2.14
17	14	147	474	46	16	154	198	158	121	64	504	171	79	79	343	146	1507	3240	2.15
18	6	314	230	62	12	109	254	260	109	70	473	152	110	69	339	185	1507	3254	2.16
19	76	567	35	5	65	383	120	8	255	229	195	267	205	115	105	136	1507	3875	2.57
20	13	160	450	75	7	165	276	61	450	36	75	370	280	35	50	210	1507	3803	2.52

S/N	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	X	CF	X
21	36	233	200	220	46	168	176	128	159	174	324	206	141	77	261	165	1507	3494	2.32
22	105	145	288	40	45	120	434	30	223	156	308	174	131	111	256	148	1507	3667	2.43
23	65	120	270	180	20	125	325	102	140	162	347	200	122	118	243	175	1507	3443	2.28
24	2209	267	163	30	180	233	70	49	109	154	328	252	113	160	229	162	1507	3358	2.23
25	70	126	449	75	15	75	321	76	177	163	293	235	139	147	252	101	1507	3620	2.40
26	180	300	30	120	230	296	13	88	141	178	258	218	178	89	219	226	1507	3475	2.31
27	36	80	588	10	15	65	393	20	444	30	169	364	224	32	44	200	1507	3848	2.55
28	25	62	491	19	25	84	480	20	334	46	249	264	314	34	89	177	1507	3949	2.62
29	200	308	190	34	200	154	100	21	349	95	105	255	285	58	100	260	1507	3920	2.60
30	220	240	65	52	210	330	40	50	370	170	140	310	286	60	67	104	1507	4142	2.75

For Academic Staff

S/N	SA	A	D	SD	**SA**	A	D	SD	X	CF	X
31	46	168	176	128	121	90	484	241	936	1963	2.09
32	45	120	434	30	164	97	390	285	936	2012	2.15
33	20	125	325	102	112	89	418	317	936	1868	2.00
34	180	233	70	49	112	179	335	310	936	1965	2.10
35	15	75	321	76	289	225	139	283	936	2392	2.56
36	230	296	13	88	78	150	421	287	936	1891	2.02
37	15	65	393	20	142	`129	338	327	936	1958	2.09
38	25	84	480	20	62	171	359	344	936	1823	1.95
39	200	154	100	21	329	233	95	279	936	2484	2.65
40	210	330	40	50	90	118	339	389	936	1781	1.90

Appendix III

Checklists for NCCE Accreditation for Immediate Action

S/N	**Academic Content**								
1.	Philosophy and Objective								
2.	Curriculum								
3.	Admission Regulations								
4.	Academic Regulations								
5.	Test and Examination								
6.	Students Evaluation								
7.	Practical								
8.	Course Evaluation								
9.	External Exams Report								
	Staffing								
10	Staff-Student Ratio								
11	Staff Mix								
12	Qualification								
13	Competence								
14	Administration								
15	Non-Teaching Staff								

16	Staff Development Programme								
	Funding								
17	Funding of the Programme								
	Physical Facilities								
18	Existing Labs/Studio/Climbs								
19	Equipment								
20	Classes/Theatre								
21	Maintenance								
22	Office Accommodation								
23	Safety and Sanitation								
	Library								
24	Holding								
25	Currency								
	Employers Rating								
27	Graduate Performance								
28	I.T. for Non Graduate								

APPENDIX IV

Department of Voc and Tech Education

Ahmadu Bello University, Zaria

2nd May, 2014

Dear Respondent,

Request to Complete Questionnaire

Kindly complete the attached questionnaire. I am M.ED Business Education student. The information given is going to be used for post-graduate academic research only.

I appreciate your fair and objective view.

Thank you

Yours Sincerely

Questionnaire for Respondents

Section A

Please tick as appropriate in the space provided below:

1. Age: (a) 17-24yrs [ ] (b) 25-29yrs [ ] (c) 30yrs and above [ ]
2. Gender: (a) Male [ ] (b) Female [ ]
3. Status: (a) Lecturers [ ] (b) Students [ ]

Section B

Please read the following statements carefully and indicate your opinion about the statements by ticking in one of the boxes provided on the right hand side:-

Keys:

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

Questionnaire Items:

S/NO	ITEMS	SA	A	D	SD
	INFLUENCE OF ACCREDITATION ON ACADEMIC QUALITY				
1.	Effective academic regulations are well published and followed in your college				
2.	Unqualified students are compelled to remedy deficiencies before graduation in your college				
3.	Lectures are conducted at the right time in your college				
4.	Academic calendar is strictly followed in your college				
5.	There is thorough and fair assessment of tests and examination in your college				
6.	Exam questions and marking schemes are taken for moderation in your college				
7.	Exams questions are highly secured against linkage in your college				
8.	external moderators of your college are qualified and competent				
9.	There is strict adherence to time table in your college				
10.	only qualified candidates are admitted in your college				
	INFLUENCE OF ACCREDITATION ON PROVISION OF QUALITY FACILITIES				
11.	Your college are usually borrow facilities for the purpose of accreditation exercise				
12.	The accreditation teams give approval in the absence of facilities in your college				
13.	Most of the facilities in your college are outdated which as a result affect the accreditation of programmes in your college				
14.	Facilities are always provided when needs arises in your college				
15.	Availability of facilities, facilited easy accreditation of programmes in your college				
16.	Your college facilities are not functioning due to poor				

	maintenance culture which result in late accreditation				
17.	The college management encourage accreditation team to accredit programmes that should not be accredited				
18.	Your college purchase facilities to your department on yearly bases				
19.	Lack of maintenance of facilities has affected the college in terms of accreditation				
20.	Lack of functioning facilities has grossly affected the standard of education in your college.				
	INFLUENCE OF ACCREDITATION ON SUSTAINANCE OF QUALITY FACILITIES AFTER THE EXERCISE				
21	Your College maintaineds facilities after accreditation exercises				
22	Adequate care is given to facilities in your College to avoid damage after accreditation exercises				
23	Damage facilities are repaired/replaced in your college after accreditation exercises				
24	Due to available facilities after the accreditation exercise, the performance of lecturers and students has improved				
25	There is penalty to students who damage any facilities in your College after accreditation exercises				
26	Adequate security is provided to facilities to avoid theft in your college after accreditation exercises				
27	The adequacy of facilities after the exercises has changed the perception of your college				
28	Your college provide enough facilities after accreditation for teaching and learning				
29	Students are exposed to new facilities provided by the college after the exercises				
30	Maintenance of facilities after accreditation exercises motivates teaching and learning in your college				

	INFLUENCE OF ACCREDITATION ON CURRICULUM DELIVERY				
31.	There is adequate curricular which cover all necessary competencies in your discipline				
32.	There is periodic review of curricular by NCCE of your discipline				
33.	The current curriculum meets up the demand of industry and society				
34.	There is periodic addition of local content to curricular of your discipline				
35.	Stakeholders, community, and lecturers of your college are involved in review of the curriculum of your discipline				
36.	There is effective delivery of curricular by lecturers in your college				
37.	Information communication technology plays a major roles in the curriculum delivery in your college				
38.	The curriculum takes into consideration norms, values and culture of the Nigerian community				
39.	The curriculum is direct and self explanatory for the users of your discipline				
40.	The curriculum gives room for usage of modern facilities in your college.				