

# Perceived Impact of Accreditation on the Management of Universities in North Central Nigeria.

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## ABSTRACT

The higher education sector in North Central Nigeria is experiencing a notable shift, focusing more on accreditation as a crucial tool to evaluate university quality. Accreditation ensures that institutions meet set standards, aiming to enhance the region's higher education system. However, there's an urgent need to understand how accreditation affects university management, specifically in terms of staffing sufficiency and environmental cleanliness in public universities. The study investigated the perceived impact of accreditation on the management of universities in North Central Nigeria, utilizing two research questions and two hypotheses as a guide. A survey research design was employed for this study. Out of the population of 14,347 academic and senior non-academic staff members from Federal and State Universities in the North Central States of Nigeria, a sample of 388 staff members was selected. The sample selection was determined using the Taro Yamane formula for sample size determination and involved a multi-stage sampling procedure. The instrument for data collection was a self-structured questionnaire titled "Accreditation and Management of Public Universities Questionnaire" (AMOPUQ). To ascertain the instrument's reliability, a trial-test was conducted in the South-East Geo-political Zone. The collected data were analyzed using the Cronbach Alpha Coefficient to determine the internal consistency. An overall internal consistency reliability coefficient of 0.87 was obtained. The structured questionnaire developed by the researcher underwent scrutiny by two experts in Educational Administration and Planning, one from Agricultural Education and one from Measurement and Evaluation, both from the College of Agricultural and Science Education, Joseph Sarwuan Tarka University Makurdi. Additionally, an expert from Education Management at Benue State University provided input. They assisted in vetting the instrument, ensuring content clarity, accuracy, and relevance to elicit the required information. Descriptive statistics, such as mean and standard deviation, were used to answer the research questions. Furthermore, the hypotheses were tested using Chi-square ( $\chi^2$ ) test of independence statistics at the 0.05 alpha level of significance with SPSS version twenty. The study found that accreditation has a significant impact on the adequacy of teaching and non-teaching staff and environmental sanitation in public universities in North Central Nigeria. Among the recommendations made, accreditation bodies should establish mandatory staffing standards as part of the accreditation process. This would necessitate organizations seeking accreditation to meet specific staffing requirements, ensuring their commitment to adequate staffing levels. The implementation steps would include defining clear staffing standards, incorporating them into accreditation criteria, conducting regular audits, providing support and resources, monitoring and improving staffing levels, and collaborating with stakeholders.

**Keywords:** Accreditation, Management, Public Universities, North Central Nigeria.

## BACKGROUND TO THE STUDY

Education holds the key to the success of every sector of the economy. This is because through education the manpower required for the growth and development of the nation is produced. Education has been

recognized as an indispensable factor in the social, economic and political advancement of the country. It is seen as the catalyst for national transformation from a state of underdevelopment through scientific, technological and social changes to a state of development (Onyia, 2016). The importance of education for national transformation was aptly captured in the National Policy on Education (FRN). Education is seen as an “instrument per excellence for national development” (FRN, 2012:7). Thus, effective education must develop individuals with comparative advantage to compete favorably in a globalized economy. This implies that education must prepare individuals for better self-realisation, better human relationships and effective citizenship for national unity and for social, economic and scientific progress, which is impossible without management.

Management is the process whereby a group of people at the top level of an organization plan, organize, communicate, coordinate, control and direct the actions and the activities of those who work in an organization with a view to achieving the organizational objectives (Musingafi, 2012) while accreditation has become an explicit process of self-study and external quality review used in higher education to scrutinize an institution or its programs for quality standards and the need for quality improvement (Olabanji & Abayomi, 2013). The process is designed to determine whether or not an institution has met or exceeded published standards set by an external body such as a government, national quality management agency, or professional association. The process usually includes a self-evaluation, peer review, and a site visit (Olabanji & Abayomi, 2013). Accreditation may be considered the primary process for assuring and improving the quality of higher education institutions to boost their on-going performance efforts for the benefit of management and students in tertiary institution.

Tertiary institution is only as good as the quality of its teaching and non-teaching staff. They are the heart of the institution, producing its graduates, research products, and providing service to the institution, community and nation. Every nation and its university graduates compete in an environment shaped by its local and national needs, as well as international expectations and standards. The teacher/student ratio is always a cause for concern, and even the ratios by discipline seem to be far from encouraging, especially in the humanities and some science-based disciplines (Okebukola, 2010). Unfortunately, the academic staff population is heavily concentrated at the bottom. Senior lecturers and above may be few, while lecturer 1 and below may be more. Many may not be interested in pursuing a Ph.D. and with the increase of private universities, the situation is worse. All of these issues are the focus of the accreditation exercise. The National Universities Commission (NUC) sets the minimum qualifications required for different academic positions in Nigerian universities. To become a professor, you need a Ph.D., significant research contributions, and publications in reputable journals, as well as have served as a senior academic staff for at least eight years (NUC, 2021). Associate professors require a Ph.D., significant research contributions, and a substantial number of publications in reputable journals, as well as have served as a senior academic staff for at least six years. Senior lecturers require a Ph.D., publications in reputable journals, and teaching/research experience. Lecturers require a master’s degree, publications in reputable journals, and teaching/research experience. Publications must be in reputable and peer-reviewed academic journals recognized by the NUC, such as the African Journal of Economic and Management Studies and Nigerian Journal of Clinical Practice (NUC, 2021). The NUC also sets guidelines for the recruitment and appointment of non-teaching staff in Nigerian universities. Applicants must have relevant educational qualifications, work experience, good character, sound physical and mental health, be within the stipulated age range, be Nigerian citizens, and provide references. Specific requirements may vary depending on the institution and the position being filled (NUC, 2021).

Apart from quality of teaching and non-teaching staff environmental sanitation also plays a pivotal role on accreditation of universities. The World Health Organization (WHO) (2013) defines environmental sanitation as the control of all factors in the physical environment that could have a negative impact on human physical development, health, and survival. These factors could include things like air and water

pollution, waste management, and hygiene. However, tertiary institutions in Nigeria have witnessed quantitative growth in the last two decades. This growth came as a result of the yearning for university education by many Nigerian youths who could not gain access to universities due to limited spaces. This may have led to environmental sanitation-related problems as a result of institutions not being able to provide good sources of water and effective waste management practices. Although water is available and free, it is not found in every tertiary institution. When found in some areas, human activities render it unsuitable for human consumption. Scarcity of water has made students spend hours in search of water. They walk long distances during the dry season to obtain water from rivers, streams, and wells. These sources seem to be contaminated with human and animal wastes, giving rise to the incidence of water and sanitation-related diseases, with some resulting in mortality in some tertiary institutions (Sofoluwe, Schram & Ogunmekan, 2009). The UN General Assembly declared the period from 2005-2015 the International Decade for Action, “Water for Life” (WHO, 2005, p.15). Unsafe drinkable water, along with poor sanitation and hygiene, are the main contributors to an estimated 4 billion cases of diarrheal diseases annually, causing million deaths, mostly among children less than 5 years of age (WHO, 2015). Although clean water is a human right, 1.1 billion people still do not have access to safe drinking water (WHO, 2016). About 1.8 million people die from diarrheal illnesses every year (WHO, 2016). These illnesses are mainly due to the lack of safe drinking water, sanitation, and hygiene in our schools. The National Universities Commission (NUC) in Nigeria has set benchmarks for environmental sanitation in universities. These benchmarks include the provision of a clean water supply, proper waste disposal systems, adequate toilet and bathing facilities, and regular fumigation and pest control measures. The NUC also emphasizes the importance of maintaining a clean and hygienic environment to prevent the spread of diseases and promote good health among students and staff (NUC, 2021). Additionally, universities are encouraged to establish environmental health and safety committees to oversee the implementation and monitoring of sanitation practices on campus. The benchmark aims to promote a healthy and safe environment for learning and living in Nigerian universities (NUC, 2021). Against this background, the researchers are investigating the perceived impact of accreditation on the management of universities in North Central, Nigeria?

### **Statement of the Problem**

The higher education landscape in North Central Nigeria is undergoing a significant transformation with a growing emphasis on accreditation as a critical benchmark for assessing the quality and effectiveness of universities. Accreditation serves as a means to ensure that educational institutions meet specified standards and criteria, ultimately contributing to the overall improvement of the higher education system in the region. However, there is a pressing need to delve into and comprehend the perceived impact of accreditation on the management of universities in North Central Nigeria, particularly concerning the adequacy of teaching and non-teaching staff, as well as environmental sanitation in public universities.

One of the central concerns within the higher education sector in North Central Nigeria is the sufficiency of qualified teaching and non-teaching staff. Accreditation standards often require institutions to maintain appropriate student-to-faculty ratios and ensure that staff possess the requisite qualifications and competencies. However, it remains unclear whether the accreditation process has led to tangible improvements in the recruitment, retention, and professional development of faculty and non-teaching staff in public universities. This prompts us to question whether universities are capable of meeting these staffing requirements and, if not, to what extent this inadequacy impacts the quality of education provided to students.

Another vital aspect of accreditation standards pertains to the overall campus environment, including hygiene and sanitation. Clean and conducive learning environments are paramount for the physical and mental well-being of students and staff. Accreditation criteria often include guidelines for maintaining and improving environmental sanitation on campuses. Therefore, it is crucial to investigate whether universities

in North Central Nigeria are adequately meeting these standards and whether the accreditation process has incentivized improvements in environmental sanitation practices. Additionally, it is essential to explore the perceived impact of a clean and well-maintained campus on the overall educational experience of students.

While accreditation is intended to be a mechanism for driving quality improvements in higher education institutions, it is imperative to understand how it is perceived by university administrators, faculty, students, and other stakeholders in North Central Nigeria. Do they view accreditation as an effective tool for enhancing the management and overall quality of universities? Are there challenges or unintended consequences associated with the accreditation process that hinder its effectiveness? These questions underscore the need for a comprehensive analysis of the perceived impact of accreditation on the management of universities in North Central Nigeria.

In conclusion, by addressing these crucial questions and conducting a rigorous analysis of the perceived impact of accreditation, this study seeks to provide valuable insights for policymakers, university administrators, and other stakeholders in the higher education sector. The findings of this research will play a pivotal role in guiding efforts to improve the accreditation process and enhance the overall quality of education provided by public universities in North Central Nigeria. Against this background, the statement of problem in question form is what is the impact of accreditation on the management of universities in North Central, Nigeria?

### **Objective of the Study**

The objective of this study is to investigate perceived impact of accreditation on the management of public universities in North Central Nigeria. Specifically the study seeks to:

1. ascertain perceived impact of accreditation on adequacy of teaching and non-teaching staff in public universities.
2. determine perceived impact of accreditation on environmental sanitation in public universities.

### **Research Questions**

The following research questions were posed to guide the study:

1. What is the impact of accreditation on adequacy of teaching and non-teaching staff in public universities.
2. What is the impact of accreditation on environmental sanitation in public universities.

### **Statement of Hypotheses**

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

1. Accreditation does not have significant impact on adequacy of teaching and non-teaching staff in public universities.
2. Accreditation does not have significant impact on environmental sanitation in public universities.

### **Scope of the Study**

The scope of this study is limited to the perceived impact of accreditation on the management of universities in North Central Nigeria. Specifically the study will cover the impact of accreditation on adequacy of teaching and non-teaching staff and environmental sanitation in public universities. These variables were chosen because they are the indices of university management.

## METHODOLOGY

Survey research design was used for this study. This design was chosen because it allows the study of a sample of the population from which generalization can be made to the entire population. According to Emaikwu (2015), survey design involves collection of data using questionnaire for interpreting existing conditions/qualities or perceptions about a given population it is a mixed method of research.

The population consists of the academic and the senior non-academic staff of the federal and state universities in North Central States, Nigeria. There are seven existing federal universities and six state universities in the North Central Nigeria. The total staff of the federal universities are 9,980 comprising 4,443 academic staff and 5,537 senior non-academic staff, whereas the number of the staff of state universities are 4,367 comprising 1,610 academic staff and 2,757 non-academic staff, totalling 14,347(National Bureau of Statistics; 2020).

Out of the population of 14,347 academic and senior non-academic staff members from Federal and State Universities in the North Central States of Nigeria, a sample of 388 staff members was selected for this study. The sample selection was determined using the Taro Yamane formula for sample size determination .

$$n = \frac{N}{1 + N(e)^2}$$

Where n = Sample size

N = Population size

e = Confidence or Level of Significance (0.05) (Yamane 1967)

The sampling technique used for this study is a multi-stage sampling procedure. Multi-stage sampling procedure is a sampling process that is used whenever different sampling types are applied at several stages of the research study (Emaikwu, 2015) it was used because the area is large. Thus, in the first stage; stratified sampling was used to select 4 out of the 6 states. This sampling was used because the population is heterogeneous. In the second stage, within the 4 sampled states one university was purposively selected from each. This is because it seems these areas are the most affected by problems related to accreditation. In the third stage 388 academic and non-academic staff will be selected using simple random sampling; this is because each person included in the sample has certain pre-assigned chance of inclusion in the sample.

The instrument for data collection is a self-structured questionnaire titled Accreditation and Management of Public Universities Questionnaire (AMOPUQ). The questionnaire is divided into 2 clusters containing 10 items designed to elicit information on the impact of accreditation on the management of public universities in North Central Nigeria. The instrument has a 4-point rating scale with the response modes of Strongly Agree (SA) = 4, Agree (A) 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1

In order to ascertain the reliability of the instrument, a trial- test was carried out in South-East Geo-political Zone. The area was chosen because it has similar characteristics with the North-central geo-political zone. One university was randomly selected to trial- test the instrument. Copies of the questionnaire were administered to 20 academic and non-academic staff. The data were collected and analysed using Cronbach Alpha Coefficient to determine the internal consistency. The results for the reliability coefficient were as follows; Cluster A = 0. 83, Cluster B =0. 82. The overall internal consistency reliability Coefficient of 0.87 was obtained. This indicates that the instrument is reliable for the study. The structured questionnaire

developed by the researcher was subjected to scrutiny by two experts in Educational administration and planning, one from Agricultural education, one from measurement and evaluation all from College of Agricultural and Science Education, Joseph Sarwuan Tarka University Makurdi. Also another expert from education management Benue state university also made input. They assisted in vetting the instrument and ascertained its content, the clarity of terms, accuracy and useful suggestions which ensured that the items were relevant to elicit the required information

The researcher briefed the research assistants in line with the purpose of the study, they jointly administer the instrument. The five assistants were selected from each of the universities where the questionnaire was administered. 388 copies of the questionnaire were distributed to the respondents. Direct delivery technique was used to administer the questionnaire.

Descriptive statistics of mean and standard deviation were used to answer the research questions. Any item with mean rating ranging from 3.5- 4.00 is regarded Strongly Agree (SA), any mean rating from 2.50 to 3.49 was regarded as Agree (A), Any mean from 1.05 to 2.49 was regarded as Disagree (D) and any mean from to 1.49 was regarded as Strongly disagree (SD). Chi-square ( $\chi^2$ ) test of independence statistics was used in testing the hypotheses at 0.05 alpha level of significance. The decision for the hypotheses was any p- value <  $\alpha$ -value (0.05) will be considered ‘significant’ while P-value  $\geq \alpha$ -value (0.05) was considered not significant. Chi-square test of independence was used because it tests the level of variation of difference and between two variables.

## PRESENTATION AND DISCUSSION OF RESULTS

Table 2: Distribution of respondents by Socio- demographic attributes

Demographic variables	Frequency	Percentage (%)
<b>Gender</b>		
Male	185	49
Female	200	51
<b>AGE</b>		
26-30	110	28
1-35	150	37
36–and above	125	35
<b>Total</b>	<b>385</b>	<b>100</b>

Source: Field Survey, 2023

The table delineates the socio-demographic composition of 385 respondents, showcasing a relatively balanced distribution between genders, with 49% male and 51% female participants. Regarding age groups, the survey reflects a varied representation: 28% fall within the 26-30 age bracket, 37% in the 31-35 range, and 35% are 36 years old and above. Notably, the 31-35 age cohort holds the largest proportion of respondents, while the 26-30 group comprises the smallest fraction. This data provides insights into the gender and age distribution among the surveyed individuals, offering valuable information for analyses related to preferences, behaviors, or patterns influenced by these socio-demographic factors.

### Analysis of Research Questions

**Research Question One:** What is the impact of accreditation on the adequacy of teaching and non-teaching

staff in public universities?

Table 1: Mean and Standard Deviation of impact of accreditation on the adequacy of teaching and non-teaching staff in public universities

Item No	Items Description	SA	A	D	SD	N		Std	RANK	Decision
1	Accreditation leads to recruitment of adequate number of qualified lecturers for school programmes.	120	5	136	122	385	2.32	1.22.	5 <sup>TH</sup>	D
2	Accreditation plays a crucial role in ensuring the recruitment of an adequate number of qualified lecturers for school programs.	232	137	16	—	385	3.56	0.58	1 <sup>th</sup>	SA
3	Accreditation facilitates the recruitment of competent non-academic personnel to effectively manage the university's operations and functions.	51	203	116	15	385	2.75	0.73	4 <sup>TH</sup>	A
4	Accreditation ensures the rigorous enforcement of the university's recruitment and selection policies for academic staff members.	158	187	38	2	385	3.30	0.67	2 <sup>th</sup>	A
5	It ensures that the quality of academic staff employed are of standard for institutional growth and students' productivity	134	197	53	1	385	3.12	0.68	3 <sup>st</sup>	A
<b>Cluster Mean/Standard Deviation</b>							<b>3.01</b>	<b>0.78</b>		A

Table 1 presents the mean ratings for items 1-5, indicating the impact of accreditation on the adequacy of teaching and non-teaching staff in public universities. The cluster mean is 3.01, with a Standard Deviation of 0.78, above the cut-off point of 2.50. This implies that the respondents agree that accreditation has positive impact on the adequacy of teaching and non-teaching staff in public universities.

**Research Question 2:** What is the impact of accreditation on effective environmental sanitation in public universities?

Table 4: Mean and Standard Deviation on impact of accreditation on effective environmental sanitation in public universities

Item No	Items Description	SA	A	D	SD	N		Std	RANK	Decision
6	Accreditation promotes the provision of clean and sanitary toilet facilities within universities	78	74	138	95	385	2.35	1.07	5 <sup>TH</sup>	D
7	Accreditation promotes the implementation of effective waste management practices in universities	34	154	138	9	385	2.42	0.86	3 <sup>th</sup>	D

8	Accreditation ensures the provision of a reliable and high-quality water source within the university premise.	12	146	199	28	385	2.37	0.67	4 <sup>TH</sup>	D
9	Accreditation enforces strict adherence to all laws and regulations pertaining to school cleaning.	104	124	86	71	385	2.68	1.07	2 <sup>th</sup>	A
10	Accreditation ensures the adequate allocation of cleaning personnel to effectively manage and maintain the sanitation affairs of the school.	133	193	55	4	385	3.18	0.71	1 <sup>st</sup>	A
<b>Cluster Mean/Standard Deviation</b>							<b>2.60</b>	<b>0.88</b>		A

Table 2 displays the mean ratings for items 6-10, revealing the impact of accreditation on effective environmental sanitation in public universities. The cluster mean is 2.60, with a Standard Deviation of 0.88, above the cut-off point of 2.50. This indicates that the respondents agree that accreditation has positive impact on effective environmental sanitation in public universities.

### Hypotheses Testing

Chi-square was used in testing the hypotheses at 0.05 alpha levels of significance.

**Hypothesis 1:** Accreditation does not have significant impact on adequacy of teaching and non-teaching staff in public universities.

Table 3: Chi-square Test of Impact of Accreditation on Adequacy of Teaching and non-teaching Staff in Public Universities

Response Options	Fo	Fe	a	df	x <sup>2-cal</sup>	Asymp. Sig.	Remark
Strongly Agree	134	96.3					
Agree	197	96.3					
Disagree	53	96.3	0.05	3	233.961	0.000	S, Reject H <sub>0</sub>
Strongly Disagree	1	96.3					
<b>Total (N)</b>	<b>385</b>						

The result presented in Table 3 showed the x<sup>2</sup> Chi-square calculated value of 233.961, with 3 as the degree of freedom and at 0.05 level of significance, the Asymptotic Significance value under Chi-square test of goodness-of-fit yielded a P-value of .00. Based on decision rule, it was stated that wherever the p-value is less than a-value of 0.05, the null hypothesis would be rejected whereas whenever the p-value is greater than the a-value of 0.05, the null hypothesis would be accepted. Since P-value of 0.00 is less than the a-value of 0.05, this indicates that it is significant and hence the null hypothesis is rejected. This therefore implies accreditation has significant impact on adequacy of teaching and non-teaching staff in public universities.

**Hypothesis 2:** Accreditation does not have significant impact on effective environmental sanitation in public universities.



Table 4: Chi-square Test of Impact of Accreditation on Effective Environmental Sanitation in Public Universities

Response Options	Fo	Fe	a	df	x <sup>2</sup> -cal	Asymp. Sig.	Remark
Strongly Agree	133	96.3					
Agree	193	96.3					
Disagree	55	96.3	0.05	3	217.379	0.000	S, Reject H <sub>0</sub>
Strongly Disagree	3	96.3					
<b>Total (N)</b>	<b>385</b>						

The result presented in Table 4 showed the  $\chi^2$  Chi-square calculated value of 217.379 with 3 as the degree of freedom and at 0.05 level of significance, the Asymptotic Significant value under Chi-square test of goodness-of-fit yielded a P-value of .00. Based on decision rule, it was stated that wherever the p-value is less than a-value of 0.05, the null hypothesis would be rejected whereas whenever the p-value would be greater than the a-value of 0.05, the null hypothesis would be accepted. Since P-value of 0.00 is less than the a-value of 0.05, this indicates that the test statistic is significant and hence the null hypothesis is rejected. This therefore implies that accreditation has significant impact on effective environmental sanitation in public universities.

## DISCUSSION OF FINDINGS

The first finding indicates that accreditation has a positive impact on the adequacy of teaching and non-teaching staff in public universities. This finding supports the research conducted by Hammawa (2013), who discovered that the accreditation exercise conducted by the National Universities Commission (NUC) resulted in the employment of qualified staff. The employment procedure implemented after the accreditation process required individuals to pass an aptitude test, ensuring that only qualified personnel were employed. Furthermore, this finding is consistent with the findings of Aminu (2017), who focused on the accounting department of Bayero University Kano. Aminu found that the NUC accreditation exercise for the accounting department also led to the employment of qualified staff. Similarly, the employment procedure involved passing aptitude exams to ensure the recruitment of competent individuals. However, this finding contradicts the research conducted by Nicholas (2016), who concluded that the accreditation exercise conducted by the National Commission for Colleges of Education (NCCE) is weak and does not significantly influence the maintenance of quality manpower indices. It suggests that the accreditation process employed by the NCCE does not effectively contribute to maintaining the quality of teaching and non-teaching staff. However the study's third finding indicates that accreditation has a positive impact on the adequacy of teaching and non-teaching staff in public universities.

The second finding of the study revealed that accreditation has positive impact on effective environmental sanitation in public universities. This finding agrees with that of Fadairo and Adedeji (2019) whose findings revealed that accreditation leads to provision of effective sanitation practices in the university. The findings also agree with that of Anijaobi-Idem, Ukata, and Bisong, (2015) whose findings indicated a positive relationship between accreditation and sanitation in terms of campus sanitation and provision of refuse dumps. The findings also collaborates with that Musa (2016) found a positive relationship between accreditation and the cleanness of the surroundings, cleanness of the toilets, provision of dustbins, provision of solid wastes disposal facilities, misusing facilities, repairing damaged facilities and cleaning water chambers. In summary, the study suggests that accreditation has a significant impact on effective environmental sanitation in public universities, and this impact is manifested in the provision of sufficient cleaners, strict compliance with laws regarding school cleaning, and the provision of necessary sanitation facilities.

## CONCLUSION

NUC accreditation over the years has positively impacted on the universities operation in Nigeria. Accreditation brought uniformity of programmes offered in many registered universities in Nigeria. Through accreditation, facilities in the universities are upgraded in preparation for the requirements of Benchmark Minimum Academic Standard (BMAS) for accreditation. Much more can be achieved with concerted effort made to reposition NUC in the performance of its onerous task. Based on the findings of the study it can be established that accreditation has significant impact on the adequacy of teaching and non-teaching staff and environmental sanitation in public universities in North Central Nigeria. By implementing these practical strategies, the NUC and universities in Nigeria can further leverage the positive impacts of accreditation, ultimately leading to the continuous enhancement of educational quality and standards.

## RECOMMENDATIONS

From the findings of the study the following recommendation were made

1. Accreditation bodies should establish a mandatory staffing standards as part of the accreditation process. This would require organizations seeking accreditation to meet specific staffing requirements, ensuring their commitment to adequate staffing levels. The implementation steps include defining clear staffing standards, incorporating them into accreditation criteria, conducting regular audits, providing support and resources, monitoring and improving staffing levels, and collaborating with stakeholders.
2. Accreditation bodies should integrate environmental sanitation standards into the accreditation process to ensure organizations seeking accreditation meet specific criteria related to environmental cleanliness and hygiene.

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