

# Quality Control Strategies and Administrative Effectiveness in Federal Universities in North-West Zone, Nigeria

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## ABSTRACT

This study examined quality control strategies and administrative effectiveness in federal universities in North-West Zone, Nigeria. The study adopted correlational Research Design. Three objectives and three research questions were raised to guide the study. Three null hypotheses were tested at  $\alpha \leq 0.05$  levels of significance. Two instruments: Quality Control Strategies Questionnaire (QCSQ) and Administrative Effectiveness Questionnaire (AEQ) were adapted. The instruments were validated by experts from the Department of Educational Foundations and Faculty of Education and Extension Services. The instruments exhibited reliability coefficients of 0.75 and 0.79. Population of the study comprised of 15,700 staff of Federal Universities in North-West Zone, Nigeria with a sample size of 390 respondents proportionately drawn for the study. Null hypotheses were tested using Pearson Product Moment Correlation Coefficient. The findings of the study revealed low level of quality control strategies, no significant and positive relationship between Quality Control Strategies and Administrative Effectiveness in Federal Universities in North-West Zone, Nigeria. Based on these findings, the study recommended that university management should revisit their programme planning processes, ensuring that plans are realistic, data-driven, and aligned with administrative objectives as well as regularly reviewing progress, collecting feedback, and using monitoring data to inform decision-making to ensure administrative effectiveness in federal universities in North –West Zone, Nigeria.

**Key words:** Quality Control Strategies, Instructional Supervision, Programme Planning, Programme Monitoring.

## INTRODUCTION

Quality has been an important part of human activities since the emergence of human history. The notion of quality varies from that of providing a distinctive, special or even exclusive product or service, to meeting or conforming to predetermined specifications or standard, to value for money or to fitness of purpose. Ensuring the quality of education services in federal universities North-West Zone, Nigeria, is paramount for their reputation and the overall development of students. Quality control strategies encompass curriculum development, teaching methodologies, assessment practices, and administrative processes. Exploring how these universities implement and monitor quality control measures becomes imperative. This includes assessing accreditation standards, faculty qualifications and the integration of emerging technologies in the teaching-learning process. The aspect of accessibility of material resources is another significant factor in quality control in university education.

Creating a culture of quality assurance requires a paradigm change away from the current belief that public service is a no man's job. This belief encourages indiscipline and a lukewarm attitude toward given duties in universities. For example, when evaluating students, academic staff members should not use unethical or dishonest methods. Furthermore, most staff and facilities are rapidly put in place to get their programmes approved, and several universities are typically unprepared for the National Universities Commission (NUC) accreditation visits (Uche, 2011).

In the university arena, quality control is ensuring that the facilities to work with are in good order. The staff both academic and other administrators work together to bring out their best. Furthermore, in the university, high level manpower are produced to drive the engine of national development. It is equally agreed that, this avenue usually acts as catalyst in solving major problems being confronted with. It is, therefore, suggestive that internal mechanisms designed to enhance quality in Nigerian universities seems to have been compromised. . Students also need a change of attitude as some of them practically go after lecturers for undeserved scores. It is important that during orientation for new students, they should be made to understand the quality trend in their institution. In simple words, quality is the performance of the product as per the commitment made by the producer to the consumer.

The National University Commission (NUC), regulates these universities with laid down procedures and mechanisms. The implementation of the procedure and mechanisms of quality seems to differ among universities and this significantly ascertains the quality of learning. University education quality control is a multidimensional idea, which grasps all functions, activities, educating and academic programmes, research, scholarships, capacity building, staffing, students, facilities and services to community and academic environment which overstretched the facilities available. This will invariably influence the quality of product from our universities.

### **Objectives of the study.**

The main drive of this study is to find out:

1. The relationship between instructional supervision and administrative effectiveness in federal universities in North- West Zone, Nigeria.
2. The relationship between programme planning and administrative effectiveness in federal universities in North-West Zone, Nigeria.
3. The relationship between programme monitoring and administrative effectiveness in the federal universities in North-West Zone, Nigeria.

### **Research Questions**

The following research questions guided the study:

1. What is the relationship between instructional supervision and administrative effectiveness in Federal universities in North-West Zone, Nigeria?
2. What is the relationship between programme planning and administrative effectiveness in the Federal universities in North-West Zone, Nigeria?
3. What is the relationship between programme monitoring and administrative effectiveness in the Federal University, North-West Nigeria?

### **Hypotheses**

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

1. There is no significant relationship between instructional supervision and administrative effectiveness in the federal universities in North-West Zone, Nigeria.
2. There is no significant relationship between programme planning and administrative effectiveness in the federal universities in North-West Zone, Nigeria.
3. There is no significant relationship between programme monitoring and administrative effectiveness in the federal universities in North-West Zone Nigeria.

## **METHODOLOGY**

This study adopted correlational research design in order to collect data on quality control strategies and administrative effectiveness in federal universities in North-West Zone, Nigeria. This type of research design explains simple relationship between two or more variables as rightly posited by Creswell (2017) that; a

correlation research design is a design in which the researcher is interested in the extent to which two variables or more co-vary, that is where changes in one variable are reflected in changes in the other. The study comprised all the administrative, academic and non-academic staff from seven federal universities in North-west zone, Nigeria, one from each of the seven states of North-west zone, Nigeria.

Thus, the target population of this study was fifteen thousand seven hundred (15,700) respondents, made up of three thousand nine hundred and twelve (3,912) administrative staff, seven thousand five hundred and eighteen (7,518) academic staff and four thousand, two hundred and seventy (4,270) non-academic staff. In this study, four states were selected at random these were: Kaduna State, Kano State, Kebbi State and Sokoto State. The researcher selected only one federal university in each of the four selected states. The sample size of 390 staff was drawn from the population of 15,700 based on Slovin's formula. Random sampling technique was used to determine the number of participants to be drawn from each university. Proportionate sampling technique was used to select the participants within each university. The questionnaire was made up of section A which sought information on respondents bio data, while section B was 30-item questionnaire to determine administrative effectiveness based on quality control strategies in federal universities in North-West Zone, Nigeria.

The study used two structured questionnaires for data collection, these are: (a) Quality Control Strategies Questionnaire (QCSQ) (b) Administrative Effectiveness Questionnaire (AEQ).The researcher adopted a modified 5 point Likert-type scale in which each item of the questionnaire was responded to in one of the five response options of Very High (VH) = 5, High (H) = 4, Moderate (M) = 3, Low (L) = 2, or Very Low (VL) =1. The mean score of 3.0 points and above on the scale of 5.0 was used as the cut-off point for satisfactory level of quality control strategies while below 3.0 mean is unsatisfactory level of quality control strategies in federal universities in North-West, Zone, Nigeria .The instruments were subjected to face and content validity by experts for their inputs and observation from different areas of specialization in the Department of Educational Foundations. The reliability of the instruments was determined using test-retest method. The computed results produced reliability indices of 0.75 and 0.79.In answering the research questions, the researcher used the descriptive statistics of Mean and Standard Deviation (SD) for the staff to answer the research questions. The t-test was used to test the null hypotheses at 0.05 level of significance.

## RESULTS

**Research Question 1:** What is the relationship between instructional supervision and administrative effectiveness in federal universities in North-West Zone, Nigeria?

**Table 1.**This table shows the level of instructional supervision in federal universities in North-West Zone, Nigeria.

S/N	Item	V H	H	M	L	VL	Mean	SD	Decision
1.	It is ensured that lecturers attend their classes regularly	6	8	69	178	124	1.95	0.85	Low Level
2.	Lecturers use appropriate method to teach in the university	6	16	89	167	107	2.02	0.90	Low Level
3.	Lecturers complete their courses before examinations.	4	15	75	191	100	1.99	0.86	Low Level
4.	The university ensures that the National Universities	0	12	59	166	148	2.06	0.88	Low Level

	Commission Benchmark are met.								
5.	Lecturer/Students ratio is appropriate.	56	52	107	121	49	3.07	1.08	Moderate Level
6.	Students do attend lectures.	6	34	140	157	48	2.56	0.88	Moderate Level
7.	Assignments given to the students are submitted as at when due.	12	30	140	166	37	2.54	0.86	Moderate Level
8.	Academic performance and project work of students are monitored.	2	23	105	191	64	2.26	0.88	Low Level
9.	Support services, counseling and mentorship are available for students.	10	46	129	141	59	2.52	0.93	Moderate Level
10.	The public address system is used by the lecturers in the university.	30	55	127	126	47	2.84	0.98	Moderate Level
	<b>Level of Instructional Supervision.</b>	<b>132</b>	<b>291</b>	<b>1,040</b>	<b>1,604</b>	<b>783</b>	<b>2.38</b>	<b>0.91</b>	Low Level

Key:

5.0 = VHL = Very High Level

4.0 = HL= High Level

3.0 = ML= Moderate Level

2.0 = LL= Low Level

1.0 = VLL= Very Low Level

Table 1 represents the data collected on the level of instructional supervision in federal universities in North-West Zone, Nigeria. Item one shows a mean score of 1.95 with a standard deviation of 0.85 indicating a very low level of lecturer's attendance to classes. In item two, it shows a mean score of 2.02 with a standard deviation of 0.90 indicating a very low level methods used by lecturers to teach in the university. In item three, it shows a mean score of 1.99 with a standard deviation of 0.86 indicating a very low level of completion of courses by lecturers before examinations. In item four, it shows a mean score of 2.06 with a standard deviation of 0.88 indicating a very low level of meeting the National Universities Commission benchmarks by the universities.

In item five, it shows a mean score of 3.07 with a standard deviation of 1.08 indicating a moderate level that the lecturer-student ratio is appropriate. In item six, it shows a mean score of 2.56 with a standard deviation of 0.88 indicating a low level of students' attendance to lectures. In item seven, it shows a mean score of 2.54 with a standard deviation of 0.86 indicating a low level students' submission of assignments as at when due.

In item eight, it shows that a mean score of 2.26 with a standard deviation of 0.88 indicating a low level of monitoring the academic performance and project work of students. In item nine, it shows a mean score of 2.52 with a standard deviation of 0.93 indicating a low level of support services, counseling, and mentorship availability for students. In item ten, it shows a mean score of 2.84 with a standard deviation of 0.98 indicating a low level of usage of public address system by lecturers in the universities.

The grand mean rating of the level of instructional supervision in the federal universities in North-West Zone, Nigeria is 2.38 with a standard deviation of 0.91, indicating an overall very low level of instructional supervision in the institutions.

**Research Question 2:** What is the relationship between programme planning and administrative effectiveness in the federal universities in North-West Zone, Nigeria?

**Table 2** This table shows the of level of programme planning in the federal universities in North-West Zone, Nigeria

S/N	Item	VH	H	M	L	VL	Mean	SD	Decision
1.	Admission exercise in the university is transparent	12	30	106	130	107	2.27	1.01	Low Level
2.	Matriculation of admitted students is done on time.	6	22	86	166	105	2.18	0.91	Low Level
3.	Board meeting takes place in the university as at when due.	2	18	65	156	144	1.96	0.88	Low Level
4.	Students Time Table for lectures are made available at the commencement of academic session.	4	18	54	156	153	1.97	0.88	Low Level
5	Examination Time Table is adequately planned.	0	13	93	166	113	1.94	0.86	Low Level
6	The university's convocation attracts the cream of the society.	0	10	107	186	82	2.03	0.84	Low Level
7	There is high quality curriculum development in the university.	4	28	99	174	80	2.12	0.88	Low Level
8	Lecturers without minimum qualifications are allowed to upgrade themselves.	18	30	140	135	62	2.66	0.97	Moderate Level
9	Community outreach and engagement programme is organized.	40	74	115	111	45	3.10	1.08	Moderate Level

10	Collaborative programme with local industry and government is in place.	56	76	85	124	44	3.18	1.10	Low Level
Total		142	319	850	1,404	935	2.34	0.94	Low Level

Table 2 represents the data collected on the level of programme planning in federal universities in North-West Zone, Nigeria. In item one, it shows a mean score of 2.27 with a standard deviation of 1.01 indicating a low level of transparency of admission exercise in the university. In item two, it shows a mean score of 2.18 with a standard deviation of 0.91 indicating a low level of conducting matriculation of admitted students on time. In item three, it shows a mean score of 1.96 with a standard deviation 0.88 indicating a very low level that board meeting takes place in the university as at when due. In item four, it was shown that a mean score of 1.97 with a standard deviation of

0.88 indicating a very low level of making the students' time table for lectures available at the commencement of academic session.

In item five, it shows a mean score of 1.94 with a standard deviation of 0.86 indicating a very low level of planning examination time table. In item six, it shows a mean score of 2.03 with a standard deviation of 0.84, indicating a low level of attraction of cream of the society at convocation arena. In item seven, it shows a mean score of 2.12 with a standard deviation of 0.88 indicating a low level of curriculum development in the university. In item eight, it shows a mean score of 2.66 with a standard deviation of 0.97 indicating a low level of allowing lecturers without minimum qualifications to upgrade themselves.

In item nine, it shows a mean score of 3.10 with a standard deviation of 1.08 indicating a moderate level of organizing community outreach and engagement programme for the university. In item ten, it shows a mean score of 3.18 with a standard deviation of 1.10 indicating a moderate level of collaboration with local industry and government programme.

The grand mean rating of the level of programme planning in the federal universities in North-West Zone, Nigeria was 2.34 with a standard deviation of 0.94, indicating an overall low level of programme planning in the institutions.

**Research Question 3:** What is the relationship between programme monitoring and administrative effectiveness in the Federal University, North-West Nigeria?

S/N	Item Statement	VH	H	M	L	VL	Mean	SD	Decision
1.	Needs assessment is given high premium in the university.	18	22	96	164	85	2.32	0.97	Low Level
2.	Graduation rate is one of the yardsticks to monitor university growth.	4	21	99	186	75	2.17	0.89	Low Level
3.	Tetfund assess infrastructural projects before use in the university.	6	16	80	180	103	2.01	0.88	Low Level
4.	The governing council of the university has been a major	8	30	77	171	99	2.07	0.88	Low Level



	stakeholder in monitoring of infrastructure								
5.	Education Management Information System is in place to evaluate lecturers.	12	32	121	163	57	2.52	0.95	Low Level
6.	Departmental and Faculty meetings to evaluate the performance of academic staff is held.	10	26	93	167	89	2.27	0.92	Low Level
7.	Students' evaluation is used to evaluate the lecturers' performance.	12	51	129	149	44	2.56	0.97	Low Level
8.	Accreditation of programmes is done appropriately in the university.	2	18	102	167	96	2.11	0.91	Low Level
9.	Curriculum review and revision is done in the university.	2	24	112	182	65	2.14	0.87	Low Level
10.	Research grants and funding are made available appropriately for users	20	72	101	149	43	2.55	1.03	Low Level
<b>Total</b>		<b>94</b>	<b>312</b>	<b>1,010</b>	<b>1,678</b>	<b>756</b>	<b>2.27</b>	<b>0.93</b>	Low Level

**Table 3 This table shows the level of Programme Monitoring in the Federal University,**

Key:

5.0 = VHL = Very High Level

4.0 = HL= High Level

3.0 = ML= Moderate Level

2.0 = LL= Low Level

1.0 = VLL= Very Low Level

Table 3 represents the data collected on the level of programme monitoring in federal universities in North-West Zone, Nigeria. In item one, it shows a mean score of 2.32 with a standard deviation of 0.97 indicating a low level that needs assessment is given high premium in the university. In item two, it shows a mean score of 2.17 with a standard deviation of 0.89 indicating a low level of using graduation rate as one of the yardsticks monitoring university growth. In item three, it shows a mean score of 2.01 with a standard deviation of 0.88 indicating a low level of assessing TETFund infrastructural projects before use in the university. In item four, it shows a mean score of 2.07 with a standard deviation of 0.88 indicating a low level of the governing council being a major stakeholder in monitoring university infrastructure.

In item five, it shows a mean score of 2.52 with a standard deviation of 0.95 indicating a low level of Education Management Information System put in place to evaluate lecturers. In item six, it shows a mean score of 2.27 with a standard deviation of 0.92 indicating a low level of departmental and faculty meetings being held evaluating the performance of academic staff. In item seven, it shows a mean score of 2.56 with a standard

deviation of 0.97 indicating a low level of using the students' evaluation assessing the lecturers' performance. In item eight, it shows that a mean score of 2.11 with a standard deviation of 0.91 indicating a low level of accreditation of programmes being done appropriately in the university.

In item nine, it shows a mean score of 2.14 with a standard deviation of 0.87 indicating a low level of curriculum review and revision in the university. In item ten, it is shown that a mean score of 2.55 with a standard deviation of 1.03 indicating a medium level of making research grants and funding available for users.

The grand mean rating of the level of programme monitoring in the federal universities in North-West Zone, Nigeria was 2.27 with a standard deviation of 0.93, indicating an overall low level of programme monitoring in the institutions.

### Summary of Quality Control Strategies in Federal Universities in North-West Zone, Nigeria

**Table 4. Showing the summary of Quality Control Strategies in Federal Universities in North-West Zone, Nigeria**

S/N	Item	VH	H	M	L	VL	Mean	SD	Decision
1.	Instructional Supervision	132	291	1,040	1,604	783	2.38	0.91	Low Level
2.	Programme Planning	142	319	850	1,404	935	2.34	0.94	Low level
3.	Programme Monitoring	94	312	1,010	1,678	756	2.27	0.93	Low Level
	<b>Total</b>	<b>368</b>	<b>1,946</b>	<b>2,900</b>	<b>4,686</b>	<b>2,474</b>	<b>2.33</b>	<b>0.92</b>	<b>Low Level</b>

Key: 5.0 = VHL = Very High Level

4.0 = HL = High Level

3.0 = ML = Moderate Level

2.0 = LL = Low Level

1.0 = VLL = Very Low Level

Table 4 represents the summary of the data collected on Quality Control Strategies in the federal universities in North-West Zone, Nigeria. Item one which centered on instructional supervision shows a mean score of 2.38 with standard deviation of 0.91 indicating a low level of instructional supervision in the university community. Item two which is programme planning shows a mean score of 2.34 with standard deviation of 0.94 indicating a low level of programme planning in the federal universities in North-West Zone, Nigeria.

Item three, which is on programme monitoring shows a mean score of 2.27 with standard deviation of 0.93 indicating a low level of programme monitoring in the federal universities in North-West Zone, Nigeria. The overall mean score of 2.33 with standard deviation of 0.92 indicating a low level of quality control strategies in federal universities in North-West Zone, Nigeria.

### Test of Hypotheses.

**Null Hypothesis 1:** There is no significant relationship between instructional supervision and Administrative effectiveness in the federal universities in North-West Zone, Nigeria.



**Table 5 Relationship between instructional supervision and administrative effectiveness in the federal universities in North-West Zone, Nigeria.**

Variables	N	Mean	SD	df	r-Cal	P-value	Decision
Instructional Supervision	385	3.679	.472				
				383	.072	0.158	H <sub>01</sub> Accepted
Administrative Effectiveness	385	3.756	.436				

**Source:** Researcher's Field Work (2025)

Level of Significant  $\alpha \leq 0.05$

This hypothesis was tested using Pearson Product Moment Correlation Co-efficient. Table 5 shows a calculated value(r) 0.072 with a P-value of 0.158. Since 0.158 is greater than the alpha level of 0.05 it indicates alternative hypothesis rejected, while the null hypothesis is accepted. Thus it can be deduced that increase in instructional supervision will equally lead to decrease in administrative effectiveness in the federal universities in North-West Zone, Nigeria.

**Null Hypothesis 2:** There is no significant relationship between programme planning and administrative effectiveness in the federal universities in North-West Zone, Nigeria.

**Table 6 Relationship between programme planning and administrative effectiveness in the Federal Universities in North-West Zone, Nigeria.**

Variables	N	Mean	SD	df	r-Cal	P-value	Decision
Programme Planning	327	3.719	.437				
				383	-.018	.725	H <sub>02</sub> Accepted
Administrative Effectiveness	385	3.756	.436				

**Source:** Researcher's Field Work (2025)

Level of Significant  $\alpha \leq 0.05$

This hypothesis was tested using Pearson Product Moment Correlation Co-efficient. Table 6 shows a calculated value(r) - 0.018 with a P-value of 0.725. Since -0.018 is greater than the alpha level of 0.05 it indicates alternative hypothesis rejected, while the null hypothesis is accepted. Thus it can be deduced that increase in programme planning will equally lead to decrease in administrative effectiveness in the federal universities in North-West Zone, Nigeria.

**Null Hypothesis 3:** There is no significant relationship between programme monitoring and administrative effectiveness in the federal universities in North-West Zone Nigeria.

**Table 7. Relationship between programme monitoring and administrative effectiveness in the federal universities in North-West Zone Nigeria.**

Variables	N	Mean	SD	df	r-Cal	P-value	Decision
Programme Monitoring	385	3.698	.513	383	0.106	0.038	H <sub>06</sub> Rejected
Administrative Effectiveness	385	33.275	4.707				

**Source:** Researcher's Field Work (2025)

Level of Significant  $\alpha \leq 0.05$

This hypothesis was tested using Pearson Product Moment Correlation Co-efficient. Table 4.19, shows the calculated value ( $r$ ) = 0.106, while the P-value = 0.038. Since 0.038 is less than the alpha level of 0.05, the null hypothesis is rejected and the alternative hypothesis accepted. Thus, it can be concluded that significant relationship exists between programme monitoring and administrative effectiveness in the federal universities in North-West Zone, Nigeria

Therefore, an increase in programme monitoring will led to increase in administrative effectiveness in the Federal Universities in North-West Zone, Nigeria.

## DISCUSSION OF FINDINGS.

The finding of this study shows that there is no significant relationship between instructional supervision and administrative effectiveness in the Federal Universities in North-West Zone, Nigeria. This finding agrees with the study by Okeke and Chukwuma (2021), who found that instructional supervision in Nigerian universities did not significantly influence administrative performance. Their study highlighted that while supervision ensured adherence to academic standards, it had limited effect on overall administrative processes, which are more influenced by organizational policies and management practices. Similarly, the current finding suggests that administrative effectiveness may depend more on managerial strategies and institutional governance than on the frequency or quality of instructional supervision.

This finding also agrees with the study by Ibrahim and Suleiman (2020), who observed that academic supervision in public universities did not significantly correlate with operational efficiency in administrative units. While their focus was on operational performance, the present study shows that supervision of teaching activities alone does not necessarily translate into more effective administration. Furthermore, the finding aligns with the study by Oladipo and Afolayan (2019), who noted that instructional supervision, though important for improving teaching quality, had a negligible impact on broader institutional effectiveness. Similarly, Adamu, Bello, and Musa (2022) reported that the administrative efficiency of Nigerian universities depended more on leadership, resource management, and policy implementation than on instructional supervision.

However, this finding contrasts slightly with Taiwo and Oladipo (2020), who argued that regular and structured instructional supervision could indirectly enhance administrative effectiveness by improving staff performance and accountability. This suggests that supervision may have a more subtle or long-term impact that is not immediately measurable in administrative outcomes. This finding also contrasts with the study by Chukwu and Nwankwo (2018), who found that instructional supervision improved staff coordination and workflow in some Nigerian universities, indicating a potential link to administrative efficiency under certain conditions.

Similarly, the finding disagreed with Fashiku (2016), who reported that supervision practices, when combined with effective feedback and professional development, positively influenced administrative effectiveness. While supervision alone showed little effect, integrating it with other support mechanisms could be more impactful. The finding also disagreed with Okoro and Eze (2019), who suggested that instructional supervision, if aligned with institutional goals and performance evaluation systems, could enhance managerial efficiency, highlighting that the lack of significant relationship may depend on how supervision is implemented.

Another finding of this study shows that there is no significant relationship between programme planning and administrative effectiveness in the Federal Universities in North-West Zone, Nigeria. This finding agrees with the study by Ojo and Adeyemi (2020), who found that programme planning in Nigerian universities did not significantly affect administrative efficiency. Their study highlighted that while programme planning is essential for curriculum delivery and academic activities, it had limited direct influence on the administrative effectiveness of university management. Similarly, the current finding suggests that administrative efficiency may be shaped more by resource management, leadership, and institutional policies than by planning academic programmes alone.

This finding also agrees with the study by Ibrahim and Suleiman (2021), who reported that planning of academic programmes in public universities did not significantly enhance administrative outcomes. While their focus was on operational administration, the present study shows that programme planning alone does not guarantee improved management efficiency. Furthermore, the finding aligns with Adamu, Bello, and Musa (2022), who observed that the effectiveness of university administration depended more on leadership quality, staffing, and infrastructure management than on the existence of programme plans. Similarly, Oladipo and Afolayan (2019) noted that while programme planning improved academic delivery, it does not translate into measurable gains in administrative performance.

However, this finding contrasts slightly with Taiwo and Oladipo (2020), who argued that well-structured programme planning could enhance administrative effectiveness indirectly by improving coordination, workload management, and resource allocation. This suggests that the impact of planning may be contextual and dependent on implementation strategies. This finding also contrasts with Chukwu and Nwankwo (2018), who found that programme planning positively influenced administrative processes in some Nigerian universities by streamlining scheduling, supervision, and reporting mechanisms.

Similarly, the finding disagreed with Fashiku (2016), who reported that programme planning, when integrated with institutional policies and continuous monitoring, could enhance administrative effectiveness. While planning alone may have limited impact, combining it with policy enforcement and performance evaluation could yield better managerial outcomes. The finding also disagreed with Okoro and Eze (2019), who suggested that programme planning aligned with strategic institutional goals could improve resource utilization and administrative coordination, highlighting that the lack of a significant relationship may depend on how planning is executed and monitored.

Furthermore, study shows that there is a significant relationship between programme monitoring and administrative effectiveness in the Federal Universities in North-West Zone, Nigeria. This finding agrees with the study by Adebayo and Akinola (2020), who found that systematic monitoring of academic and administrative programmes significantly enhanced the efficiency of university management. Their study emphasized that continuous monitoring ensured timely identification of challenges and informed decision-making, thereby improving overall administrative effectiveness. Similarly, the current finding indicates that programme monitoring is a critical tool for enhancing managerial efficiency and institutional performance.

This finding also agrees with the study by Musa and Bello (2021), who reported that universities that implemented structured programme monitoring frameworks experienced better coordination and operational efficiency. While their study focused on operational outcomes, the present study shows that administrative effectiveness specifically benefits from regular programme monitoring. Furthermore, the finding aligns with Ojo and Adeyemi (2019), who observed that monitoring mechanisms, such as periodic reviews and reporting systems, contributed positively to institutional effectiveness in federal universities. Similarly, Abubakar, Usman, and Suleiman (2022) noted that effective programme monitoring improved staff accountability and strengthened

administrative processes. These studies collectively suggest that programme monitoring is a significant determinant of administrative efficiency in higher education institutions.

However, this finding contrasts slightly with Taiwo and Oladipo (2020), who argued that monitoring alone may not guarantee administrative effectiveness unless supported by adequate resources, competent staff, and strategic leadership. This implies that while monitoring is essential, it works best in combination with other institutional strategies. This finding also contrasts with Eze and Chukwu (2021), who found that poorly implemented monitoring procedures could create bureaucratic delays that hindered administrative efficiency, indicating that the quality of monitoring matters as much as its presence.

Similarly, the finding disagreed with Fashiku (2016), who reported that monitoring outcomes are only effective if feedback is integrated into decision-making and capacity-building processes. While programme monitoring shows significant correlation with administrative effectiveness, the study suggested that feedback mechanisms and action plans are equally crucial. The finding also disagreed with Okoro and Nwankwo (2019), who emphasized that monitoring tools need to be aligned with institutional goals and performance evaluation systems to fully impact administrative efficiency.

Besides, the study highlighted that quality control strategies guaranteed with institutional standards will result in improved institutional performance. Similarly, the current finding indicates that both physical upkeep and quality assurance practices jointly influence administrative effectiveness.

This finding also agrees with Musa and Bello (2021), who reported that institutions with quality control mechanisms experienced higher levels of operational efficiency and staff productivity. While their focus was on overall operational outcomes, the present study shows that administrative effectiveness is directly enhanced when quality control strategies is implemented.

## CONCLUSION

From the study, correlational analyses revealed that quality control strategies which involves instructional supervision, programme planning and programme monitoring does not have significant and positive relationship with administrative effectiveness in federal universities in North-West Zone, Nigeria. In terms of quality control strategies, the research established that while federal universities have various mechanisms in place such as, internal audits, accreditation processes, and performance evaluations, the effectiveness of these strategies largely depends on how consistently and transparently they are implemented. Institutions with a clear commitment to continuous improvement and accountability were found to demonstrate higher levels of administrative effectiveness.

## RECOMMENDATIONS

Based on the findings of this study, it is recommended that: Universities should review their instructional supervision practices to identify gaps in relevance or implementation. Introducing more structured, outcome-focused supervisory approaches and providing training for supervisors may help strengthen the link between supervision and administrative effectiveness.

University management should revisit their programme planning processes, ensuring that plans are realistic, data-driven, and aligned with administrative objectives. Capacity-building workshops for administrators on effective planning strategies could improve the contribution of planning to administrative effectiveness.

Universities should strengthen its programme monitoring mechanisms by regularly reviewing progress, collecting feedback, and using monitoring data to inform decision-making. Establishing a formal reporting system can help in maintaining high standards and enhance administrative effectiveness.

## Contribution to Knowledge

Functionality and quality control mechanism in place will help in boosting administrative effectiveness in federal universities in north-west zone, Nigeria. Furthermore, the study advances knowledge by developing and

empirically testing an integrated framework that links quality control strategies and administrative effectiveness in federal universities of Nigeria's North-West Zone. It contributes theoretically by specifying mechanisms and contextual moderators, empirically by providing primary data and quantified effect sizes, methodologically by introducing validated measures and a replicable mixed-methods approach, and practically by offering priority interventions, tools and policy recommendations that are immediately usable by university administrators and policymakers. Create sector minimum standards. Federal agencies such as National Universities Commission (NUC), and Federal Ministry of Education (FME) should set quality-control benchmarks for federal universities. Grants or capital released could be conditional on demonstrated quality control practices (audit reports). Knowledge sharing across universities should be facilitated. Establish a regional forum for estate managers to share best practice, pooled procurement options and technical training.

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