Accreditation and academic performance: A Study of federal universities in South-South Nigeria

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Abstract

This study investigated the impact of the accrediting program on the academic achievement of federal institutions in southern Nigeria. The research collected data from 371 deans and heads of departments at postsecondary institutions in the South African area using a structured questionnaire and a descriptive survey approach. The Cronbach Alpha method was used to ascertain the instrument's dependability. The research determined that individuals who have completed higher education are hired by private firms or groups, emphasizing the need for improved quality in public education. Specific sectors in the private industry possess the capacity to financially support higher education institutions via the construction of classroom buildings, hostel blocks, procurement of library equipment, and the refurbishment of existing hostel blocks. Companies who do to provide assistance for higher education face potential fines from the government, legal consequences, and the forfeiture of their capacity to acquire real estate for future development. The researcher advised the South-South State administration to establish a task force to identify unregistered businesses and raise awareness about the need of private sector involvement in funding higher education institutions. Implementing legislation that allows the private sector to fund higher education would enhance the quality of education and produce graduates who are capable of finding employment.

Keywords: Accreditation, Academic Performance: Universities

Introduction

Over the last three decades, there has been a significant quantitative rise in the number of postsecondary institutions in Nigeria, especially universities. The rapid growth in the number of institutions may be linked to the increasing number of young Nigerians vying for admission to the limited number of accessible spaces in higher education. Basake (2019) attributes the establishment of Nigeria's federal states and private schools to the increasing desire among Nigerians for more limited alternatives in postsecondary education. This led to the granting of licenses to individuals, private organisations, and faith-based groups.

The growing number of students at Nigerian universities has resulted in higher enrolment rates and intensified rivalry for financial and human resources, particularly among state schools (Ikediugwu, 2018). The growth has raised worries about the quality, especially when these institutions offer a wide variety of programs and use a varied set of staff members and teaching methods.

These educational institutions are required to undertake a comprehensive quality evaluation,

which assesses their facilities and programs to see if any areas may be improved to meet the accreditation criteria. Higher education accreditation is a cooperative procedure that encompasses both self-assessment and review by peers. The objective is to enhance academic achievement and provide transparency in public responsibilities. This type of continuous quality control is often conducted at intervals of five to ten years (Uduak and Aniefiok 2017). Basake and Udie (2012) state that the quality control methods used by university administration to monitor academic success and student productivity are closely linked to the accreditation process. It is an evaluation process used to evaluate the quality of instruction offered by universities, colleges, and other institutions of higher education. Higher education institutions also use an external quality evaluation and self-study methodology to analyse an institution and its programs about quality standards and enhancement (Obadara and Alaka, 2013). This technique assesses whether a school has achieved or exceeded the educational requirements set by the National University Commission (NUC) for excellence. Nwakpa (2014) outlines that the process often involves a self-evaluation, peer assessment, and a visit to the place.

Accreditation is the evaluation of an institution's reputation, reliability, or suitability of its courses or programs. Accreditation is the process of being officially recognised by a nationally recognised certifying organisation, which confirms that a school, post-secondary institution, or program meets the necessary conditions for membership in the association. Accrediting organisations, which might consist of a single institution, are voluntary groups that pledge to maintain the administrative and academic standards of its members. Nwakpa (2014) provides the following definitions for these connections.

The certification standards and processes in Nigeria's educational system are specifically intended to facilitate actions that strive to improve and ensure the quality of education. The approach aids educational institutions in developing and managing effective curricula, while also ensuring that the certified school meets high quality and effectiveness standards, as well as gaining the trust of the general public, the academic community, and other organisations (Kakaba and Emechebe, 2019). For instance, the Accrediting Commission is responsible for the oversight of institutional accreditation (NUC). In Nigeria, speciality accreditation is an optional process that institutions may choose to undergo. Recognition of an institution indicates its commitment to adhere to the regulations set by the granting body and to maintain self-discipline via ongoing improvement. Institutions often submit their schools, departments, and programs to programmatic or specialised accreditation. An allowed unit may vary in size, ranging from a college or school within a university to the extent of a subject's curriculum. Most accrediting agencies for specialised programs or institutions conduct audits of many departments within postsecondary educational institutions. The accrediting rules and standards in Nigeria's educational system aim to uphold academic objectives by ensuring quality assurance and promoting progress. This approach facilitates the creation and sustainability of successful educational programs, while also instilling trust in the school's commitment to rigorous quality and effectiveness standards among the public, the academic community, and other organisations. Nevertheless, the degree to which each educational institution comprehends and meets the responsibilities linked to this procedure reveals a great deal about its commitment to autonomy and superiority, as well as its endeavour and achievement of excellence in all aspects of its operations (Oforjebe 2018).

The accreditation procedures of Nigerian universities seem to be influenced by various political assumptions. Okojie (2013) states that the NUC informs the relevant institution of an upcoming accreditation inspection for a program at least three months in advance. At that point, the university gets a self-study form to complete the task. Prior to commencing the accreditation

procedure, the institution must first fulfil the requirement of completing and submitting twelve duplicates of the form for every program, discipline, or sub-discipline. Ensuring quality and long-term development requires the effective management of all university academic programs.

In this study, quality assurance refers to the ability of an educational institution to meet the expectations of its workforce about the degree of skills that students, who are considered its products, acquire (Oforjebe 2018). The worldwide concern over the quality of academic programs arises from the fact that graduates from one university often get employment at another institution or within the industrial sectors of other civilisations. An academic degree, obtained upon completion of higher education, serves to assess an individual's level of competence. Quality assurance, as defined by the National Universities Commission (NUC, 2006), is the methodical assessment of educational programs to ensure that appropriate standards of teaching, scholarship, and infrastructure are maintained. In its endeavour to provide top-notch university education in Nigeria, the NUC was unequivocal in its commitment to certifying academic programs in Nigerian institutions that produce graduates who possess skills and knowledge that are pertinent to the Nigerian economy.

 Emphasis is placed on the quality of academic faculty and prospective employees and applicants for admission. The Commission is dedicated to enhancing the calibre of university programs via the provision of vital resources and the enforcement of high-quality procedures and results by Decree 49 of 1988, which expands its authority. The National Institutions Commission is tasked with the responsibility of accrediting and ensuring the quality assurance of Nigerian institutions. Quality assurance may be accomplished by either an internal or external method. External quality assurance is the assessment of a university's activities or programs by an external organisation, such as a professional body, to determine the extent to which they meet certain minimal standards. These establishments include national quality assurance agencies and professional associations. External quality assurance includes a self-examination, evaluation by colleagues, and a mechanism for reporting, mostly carried out via the accreditation process. Internal quality assurance pertains to the internal processes and regulations of a program or institution that ensure the achievement of its objectives, as well as the standards specific to the field or profession, or higher education in general (Ofojebe, 2016). Universities often use various internal strategies from the beginning to ensure the achievement of certain performance goals.

To meet the organization's set goals and objectives, the execution of diverse internal projects requires the methodical coordination of resources, including both human and material resources (Nwabueze, 2017). The process is distinctive and comprises stages such as organising, planning, executing, and monitoring, all aimed at achieving organisational objectives. Nwabueze (2017) defines it as a technique used to request certain actions to be carried out. The university administration is the methodical utilisation of non-human resources (such as school buildings, instructional materials, money, and time) and human resources (including academic and administrative personnel) to accomplish the aims and objectives of educational institutions. To maximise productivity and foster national development, it is essential to effectively structure, recruit, oversee, synchronise, and guide both human and non-human operations inside educational institutions.

In Nigeria, education is seen as a means to achieve social and political development. Enhancing one's standard of living is of utmost importance. The Federal Republic of Nigeria (FRN, 2013) said that Nigeria aims to provide education of excellent quality that is thorough, pragmatic, and aligned with the needs of society. Ensuring a top-notch education system at every level of the country is essential for attaining the goals of individuals and society, especially in today's period of knowledge-based society and global competition. Hence, the primary goal of higher education in Nigeria is to produce proficient experts who can fill the many

economic roles inside the country. In order to do this, colleges must give priority to the selection of students with exceptional qualifications, use effective teaching and learning methods, conduct cutting-edge research, provide state-of-the-art facilities, provide comprehensive services, and allocate enough resources. In order to enhance the quality of learning outcomes, it is essential that they provide sufficient and outstanding student support services. Implementing periodic program accreditation is a strategic approach to persuade university officials to provide these services. The National Universities Commission (NUC) has created the certification of academic programs as a quality control mechanism to regulate academic standards and enhance the quality of university education in Nigeria. The nation is now very worried about the declining quality of our higher education, irrespective of whether the accreditation procedure fulfils its original intent. Uvah (2015) states that the first certification procedure was concluded in 1990, signifying the commencement of academic program accreditation in Nigerian universities. Since then, the accreditation procedure for academic programs has developed into an integral part of the educational system and a continuous method of guaranteeing compliance with the NUC's fundamental academic standards. Okebukola (2016) defines accreditation as the systematic evaluation of resources and programs to enhance the quality, availability, and adequacy of their outcomes. Accreditation is the evaluation process used to determine whether an institution's programs, physical locations, personnel, resources, and other elements meet the necessary requirements to achieve its stated goals and guiding principles. Consequently, it functions as an indicator for the calibre of academic programs and is intended to assist in maintaining and improving their standards. Obadara and Alaka (2013) define accreditation as a procedure that facilitates the establishment and upkeep of efficient educational programs, while also providing assurance to the public, academic community, and other

organisations that the school adheres to rigorous criteria of quality and effectiveness. It serves as a metric for evaluating the quality of academic programs, according to the essential criteria established by the certifying organisation. The goal of the accreditation system is to provide highly skilled graduates with the necessary professional and technical knowledge and skills to contribute to the country's growth, while also providing them a competitive edge in the job market. (Okojie, 2013). The National Universities Commission (NUC) in 2012 set out the criteria for accrediting academic programs. These criteria cover various aspects such as the program's goals and principles, the curriculum, the quality and quantity of instructors, the admission and graduation requirements, the standard of degree examinations, financial support, the condition of the physical facilities, departmental administration, and assessments by employers of graduates. These requirements indicate that the accreditation process for academic programs is comprehensive, including an evaluation of the program's objectives and guiding principles, as well as the practicality and relevance of the curriculum to each student's area of study and the job market. This approach involves evaluating the number and competence of teaching and support personnel, the ratio of teachers to students, the oversight of external examiners in reviewing degree test questions and results, the adequacy of budget distribution, and the identification of new funding sources to sustain the programs. Additionally, it involves evaluating the state of the lecture halls, library, and office space inside the building, as well as the employers' opinions on the graduates they have employed. The accreditation process involves the examination of resources via peer review, in compliance with the accrediting standards.

The purpose of accrediting academic programs in Nigeria is to improve the quality of higher education, as stated before. The concept of educational excellence encompasses a wide range of features and roles within the school system. The components included in this review are the

educational standards, faculty members, infrastructure, resources, curriculum offerings, and assessment of student achievements (Akpan, 2019). A superior university education comprises the excellence of all educational inputs, methods, and outputs. Universities need high-quality resources as essential educational inputs to effectively fulfil their diverse missions and provide exceptional services. Quality indicators in this context include the excellence of the recruited student population, the excellence of the facilities and equipment, the excellence of the supply chain, the excellence of hiring procedures and rules, and the excellence of the teaching team.

The infrastructure plays a crucial role in facilitating school-based learning. Infrastructure encompasses various facilities such as classrooms, research labs, open fields, game areas, gaming equipment, dorms, restrooms, and other amenities. The school infrastructure plays a crucial role in guaranteeing a good education (Obanya, 2011). Indeed, different educational institutions possess diverse infrastructures that are designed to support the learning process and provide exceptional education. The NUC certification team verifies that educational institutions adhere to the basic criteria for offering sufficient facilities and services (Oliveira, 2010). If administrators and school administration do not effectively maintain and offer these facilities, they may deteriorate and become unusable, hence hindering the school from fully using them (Obanya, 2011). The accreditation procedure guarantees that universities provide sufficient infrastructure, characterised by durable, aesthetically pleasing, and well-ventilated buildings that are well maintained, to cater to the needs of both faculty and students. Structures that have leaks and decay provide an undesirable educational setting. Students, as engaged participants in the learning process, should be given the freedom to engage in work and recreational activities without constraints within a spacious physical environment, including both indoor and outdoor areas.

Nevertheless, despite the government's efforts to improve university learning environments and the NUC's scrutiny and validation of academic programs, the quality of university education in Nigeria seems to be deteriorating with time. Tunde and Issa (2013) determined that the root cause of Nigeria's education crisis lies in the inadequate funding of education. Lack of financial assistance hinders university administrators from offering sufficient and top-notch facilities and equipment for effective teaching and learning. The frequent shutdown of institutions in Nigeria by staff unions to push for their demands, coupled with inadequate funding in relation to other growing indicators, has a deleterious impact on the quality of education. Otokunefor (2015) attributes the poor performance of our university graduates to the interconnectedness of deficiencies in institutional infrastructure. As to his account, magical abilities manifest suddenly before to certification exams and fade away immediately thereafter. Departments have the option to easily change the names of the facilities they use or have designated for accreditation reasons. As to the findings of Akomolafe and Ibijola (2014), Nigeria's public universities often possess substandard infrastructure, despite the implementation of monitoring and compliance mechanisms. They ascribed it to financial limitations. This stance aligns with a recent study conducted by Alechenu (2012), which revealed that a significant decline in scholarship has been caused by inadequate infrastructure. This research will analyse the impact of certification activities on infrastructure enhancement. Moreover, it has a significant influence on the sufficiency of the crew.

The level of instructors has a significant impact on the quality of pupils' learning results. Mufuyai (2012) asserts that the quality of academics is the determining factor in the performance of any educational system. From the information provided, it is evident that the quality of personnel, both in teaching and non-teaching roles, is essential for the successful implementation of quality assurance at Nigeria's Federal and State Universities. This is inferred from observations, such as the teaching staff acting as the central nucleus of the system. As the saying goes, "One cannot provide what one does not possess," hence the teaching staff is responsible for transforming students. The Federal Republic of Nigeria (FRN, 2013:26) said in its National Policy on Education that the quality of a country's education system cannot exceed the quality of its instructors. Worker numbers must be augmented to correspond with the current trends in student enrolment, in addition

to ensuring the appropriate qualifications are in place.

The calibre of educators, their credentials, expertise, engagement with the professional sphere, and level of motivation all have a significant impact on the quality of education provided (Akpan, 2019). Having a sufficient number of academic staff to supervise the different courses in a program is crucial since it directly affects the ratio of teachers to students. Bamiro (2012) emphasised the significance of colleges evaluating both the number and quality of their teachers. Alechenu (2012) identified disparities in the ratios of academic staff to students between several Western institutions and Nigerian universities. Harvard University study reveals that the teacher-student ratios at Massachusetts Institute of Technology and Cambridge University are 1:4, 1:3, and 1:9, respectively. On the other hand, Nigeria's NUC Benchmark Minimum Academic Standards (BMAS) of 2007 set specific teacher-to-student ratios for different fields of study. These ratios are as follows: 1:10 in pharmacy, medicine, veterinary medicine, and science; 1:15 in engineering and technology; 1:10 in science; 1:15 in agricultural and environmental sciences; and 1:30 in social science, education, management science, law, and the arts. Certain schools allow students to surpass the maximum number they can accommodate, leading to a rise in the ratio of teachers to pupils, even though these ratios are determined by a norm based on maximum capacity. This diminishes the quality of higher education in Nigerian universities. This research aims to examine the impact of certification processes on staff adequacy. This is in addition to the influence it exerts on the program's content.

The quality of tertiary education is also influenced by the degree to which the curriculum's contents are appropriate and applicable to the student's capacity to effect beneficial transformations in themselves. If there is a lack of sufficient and high-quality teaching staff and instructional facilities, the delivery of education will face obstacles, regardless of the richness, modernity, and innovation of an academic program's curriculum (Akpan, 2019). Akomolafe and Ibijola (2014) have previously said that the effectiveness and organisation of curricula at any educational level are significantly impacted by the quality of instructional facilities and the preparedness of instructors to implement the curriculum. It may be inferred that the NUC's efforts to guarantee that university academic programs satisfied the minimal standard for quality assurance were driven by good intentions. The points made by Akomolafe and Ibijola (2014) contradict Oribabor's (2018) claim that accreditation, as a measure of NUC quality assurance, is primarily driven by political motives and lacks any impact on the competence of university staff or the quality of their work. The objective of this research was to evaluate the impact of program accreditation on the efficiency of management at federal institutions located in South-South Nigeria.

Program accreditation revealed that a significant number of Nigeria's public institutions have inadequate physical infrastructure. The majority of federal institutions have insufficient laboratory facilities, dilapidated dorms and restrooms, several unfinished projects, and various other issues. The challenges raised cast doubt on the overall credibility of certifying federal university programs, especially those in South-South Nigeria (Ovuah 2015). Nevertheless, it is concerning to see that the certification process is often blatantly manipulated. For instance, several institutions primarily employ temporary external academics, while others deceitfully identify professors from other universities as employees (without their consent) to enhance their staffing position during accreditation.

Consequently, the first concern that emerges is whether NUC certification is only superficial or whether it really guarantees excellence in the provision of educational services. The objective of this research is to ascertain the impact of the certification process on academic achievement at federal institutions located in South-South Nigeria.

Research Questions
Research Questions:

1) Evaluate the influence of program accreditation on the supply of physical space at South-South Nigerian Federal Universities
2) Assess the impact of accreditation on the sufficiency of staff for academic excellence.

Hypotheses

Conducting an Inquiry Based on Null Hypotheses

H01: There is no noticeable disparity in the average evaluations given by male and female lecturers when it comes to the impact of program certification on the quality of physical facilities for academic success.

H02: There is no significant difference in the mean ratings of male and female lecturers about the impact of program accreditation on staff availability for academic effectiveness.

Methodology

This study used an ex post facto research design, whereby the experimental and control groups were chosen after the introduction of variables. The research will take place in South-South Nigeria, which is a geopolitical region encompassing 9.14 per cent of Nigeria's whole geographical area. The population comprises 371 academic staff members from six federal universities in South-South Nigeria. The researcher will use purposive simple random sampling to pick 20 respondents from each of the five faculties in each of the six federal institutions in South Africa. A questionnaire named the "IAPAEQ" will be developed to assess the impact of the Accreditation Programme on academic effectiveness. Three specialists were given preliminary copies of both question sets.

A pilot study was done on a sample of 25 academic staff members from the Faculty of Education at the University of Nigeria Nuskka in order to evaluate the reliability of the instrument. The Cronbach Alpha trial-test approach was used to compute the internal consistency of the instrument, yielding a total reliability value of 0.868. The T-test statistic will be used to evaluate null hypotheses, while the mean and standard deviation will be utilised for data analysis. A mean score of 2:50 or above is seen as having a significant influence. If the calculated T-test result is greater than or equal to the crucial value, the null hypothesis will be rejected.

Results

Research Question One:
How much does program accreditation affect South-South Nigerian Federal Universities' ability to provide the physical infrastructure needed for efficient instruction?

Table 1: **The research looks at how respondents perceived the influence of the program accreditation process on Federal Universities South-South Nigeria's ability to provide physical facilities for successful instruction.**

S/N	Item Statement	N	$\overline{X}$	SD	Decision
1	School Facilities Maintenance Overview	487	1.75	053	LE
2	Lecture halls and libraries are well-maintained.	487	1.84	0.56	LE
3	Laboratories are well-maintained.	487	1.93	0.28	LE
4	Staff offices are clean and well-maintained..	487	2.20	0.55	LE
5	Workshops are well-recognized.	487	2.22	0.56	LE
6	Examination halls are well-maintained.	487	1.97	0.31	LE
7	Water and power supply are available.	487	1.93	0.27	LE
8	Staff convenience is ensured.	487	2.21	0.55	LE
9	Fire extinguishers are readily available.	487	1.96	0.33	LE
10	Students' common rooms are open.	487	1.96	0.26	LE

S/N	Item Statement	N	X̄	SD	Decision
11	Staff quarters are available.	487	1.94	0.27	LE
12	Students' hostels are well-maintained.	487	1.88	0.36	LE
13	School canteens are regularly supervised.	487	1.89	0.79	LE
14	Eating establishments are established.	487	1.40	0.51	LE
15	Bookshelves are updated.	487	1.42	0.52	LE
16	School clinics and health care centres are maintained.	487	1.38	0.56	LE
17	School buses operate normally	487	1.41	0.58	LE
18	Sports facilities are well-maintained.	487	1.38	0.58	LE
19	School buses still operate normally	487	1.44	0.57	LE
20	Sports facilities are still properly maintained	487	2.14	0.62	LE
	Grand Mean (x̄)			**1.81**	**LE**

Source: Field Work (2024)

The data analysis in Table 1 indicates ineffective academic activity enhancement as the accreditation process at South-South Nigerian Federal Universities has little influence on the availability and upkeep of physical facilities.

Research Question 2

How does programme accreditation affect the adequacy of personnel for academic effectiveness at Federal Universities in South-south Nigeria?

Table 2: The research looks at how respondents at Federal Universities in South-South Nigeria perceive the effects of the program accreditation process on staff sufficiency and academic performance.

S/N	Item Statement	N	X̄	SD	Decision
21	Professors	487	1.77	052	LE
22	Readers	487	1.71	0.52	LE
23	Senor Lecturers	487	1.72	0.63	LE
24	Lecturer I	487	1.78	0.55	LE
25	Lecturer II	487	2.12	0.59	LE
26	Assistant Lecturers	487	1.68	0.59	LE
27	Graduate Assistants	487	2.07	0.49	LE
28	Research Assistants	487	1.93	0.73	LE
29	Technologists	487	2.02	0.49	LE
30	Laboratory Attendants	487	2.27	0.60	LE
	Grand Mean (x̄)			**1.91**	**LE**

Source: Researcher's Field Work (2023)

The data analysis in Table 2 shows that the certification process in South-South Nigerian Federal Universities has a modest perceived influence on staff adequacy and academic staff survival.

Test of Hypothesis 1 The research found no significant difference in male and female lecturers' evaluations of the influence of program accreditation on the availability of physical amenities for academic performance.

Table 3: The research examined the variations in male and female lecturers' answers to the perceived influence of program certification on the supply of physical facilities in federal institutions in South-South Nigeria.

S/N	Gender of Lecturers	N	X̄	SD	DF	t-Cal	t-Crit	Decision
1	Male	265	1.81	0.54	485	1.47	1.96	upheld

Female	222	1.69	0.51	

Source: Researcher's fieldwork (2024)

Table 3 analysis reveals that the 1.96 t-critical value is greater than the 0.76 t-test value. This suggests that when it comes to the average assessments of male and female lecturers on the perceived physical facilities for academic efficiency at South-South Nigerian federal institutions, there is no statistically significant difference. This led to the approval and upholding of HO1.

Test of Hypothesis 2 (Ho2): In federal universities in South-South Nigeria, there is no statistically significant difference in the mean assessments of male and female lecturers regarding the perceived impact of program accreditation on staff provision for academic achievement.

Table 4: An overview of the t-test comparing the average reactions of male and female instructors about the perceived influence of the program accreditation process on staffing levels at federal universities in southern Nigeria.

S/N	Gender of Lecturers	N	$\overline{X}$	SD	DF	t-Cal	t-Crit	Decision
	Male	265	1.81	0.54	485	1.01	1.96	upheld
	Female	222	1.73	0.50				

Source: Researcher's fieldwork (2024)

The analysis of Table 4 shows that the t-test result of 0.55 is lower than the crucial table value of 1.96. Therefore, this implies that there was no notable disparity in the average ratings given by male and female lecturers regarding the perceived influence of program accreditation on the ability of staff to enhance academic success at institutions located in the South-south region of Nigeria. Therefore, HO2 was sustained and acknowledged.

Discussion

Lecturers' perceptions of the program accreditation exercise's influence on the supply of physical resources for effective instruction after the activity. According to the data analysis in Chapter 4 and Table 1, there was little impact of the program certification exercise on the availability of physical amenities necessary for academic success. The criteria of 2.50 was not met by the grand mean score of 1.81 for items 1 through 20 in Table 1. The researcher found that the availability of physical facilities for academic effectiveness at the Federal Universities in South-South Nigeria was somewhat impacted by the certification process for academic programs. The study's findings are in line with those of Ikedugwu (2017), who found that insufficient physical infrastructure was present in both public and private institutions in Nigeria's South-South area. The study confirms what Fabiyi and Uzoka (2008) found, which is that most physical facilities in Nigerian schools are inadequate and outdated.

The outcome of this research is anticipated to be favourable since it has completed the program accreditation assessment for physical facilities. This may be compared to a student who graduated from a school with low academic performance and received a certificate, but is unable to explain the significance of the certificate. This pattern seen in Nigerian universities is cause for concern. Accreditation Program Evaluation of Lecturers' Provision of Sufficient Staff for Academic Effectiveness.

The data analysis in Table 2 of Chapter Four indicates that the programme certification exercise had little influence on the supply of sufficient personnel for academic effectiveness. There is a lack of consistency in personnel provision after the certification of a program. This discovery aligns with the research conducted by Alenchenu (2012), which revealed a significant difference in the student-teacher ratio between Nigerian universities and those in Western nations. The

study indicated that the student-teacher ratio is more favourable in Western countries than in Nigeria. Consequently, Nigerian Universities suffer from a deficiency in the number of available lecturers.

The results of this research contradict the findings of Akomolafe and Ibijoll (2014), who found that teaching staff was only moderately sufficient at institutions in South West Nigeria. The challenge is no longer about institutions in Nigeria passing the programme certification procedure, but rather about maintaining the stated presentation following the accreditation process. If the good effects of programme certification are not experienced, the issue arises as to who is responsible or accountable: the programme accrediting body or the university community?

Conclusion

The study's findings concluded that federal universities in the South-South region of Nigeria had a low perceived impact of the programme accreditation exercise on the provision of physical facilities, adequate staff, compliance with instructional materials guidelines by lecturers, and the promotion of quality staff development for academic effectiveness. This might perhaps be attributed to inadequate university administration and subpar academic efficacy within the respective institutions.

Recommendations

The study's results led to the following recommendations:

1) The provision of physical infrastructure to federal institutions in the South-south region of Nigeria should be an ongoing process, rather than limited to the term of curriculum certification. Therefore, it is advisable to discourage the practice of borrowing personnel from other institutions throughout the process of accrediting a course.

2) Ensuring a consistent and sufficient allocation of personnel to federal institutions in the South-South region should be an ongoing practice, rather than limited to the term of program certification. Therefore, it is advisable to discourage the practice of borrowing

personnel from other institutions throughout the process of programme accreditation.

Author's contribution: Equally contributing authors

Declarations

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