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

Angelina Okewa Ogwuche PhD
Joseph Sarwuan Tarka University Makurdi Department of
Educational Foundation and General Studies

&

OGABA Okoro George
Joseph Sarwuan Tarka University Makurdi Department of
Educational Foundation and General Studies

Abstract
The study investigated perceived impact of accreditation on the management of universities in North Central Nigeria. Two research questions and two hypotheses were raised to guide Survey research design was used for this study .The population of the study consisted of the academic and the seniornon-academic staff of the federal and state universities inNorth Central States, Nigeria they were 14,347. The sample of this study was 201 staff of the federal and state universities in North Central States of Nigeria. The sample for the study was determined using Glenn (2012) formula for sample size determination. The sampling technique used for this study was a multi-stage sampling procedure. The instrument for data collection was a self-structured questionnaire titled Accreditation and Management of Public Universities Questionnaire (AMOPUQ). In order to ascertain the reliability of the instrument, a trial- test was carried out in South-East Geo-political Zone. The data were collected and analysed using Cronbach Alpha Coefficient to determine the internal consistency, Descriptive statistics of mean and standard deviation were used to answer the research questions. Chi-square (χ2) test of independence statistics was used in testing the hypotheses at 0.05 alpha level of significance. It was found that accreditation has significant impact on funding and provision of physical infrastructural facilities in public universities in North Central Nigeria. Recommendation were made among others thatadequate special budgetary provision should be appropriated from the federation account specifically for accreditation exercise, particularly now that NUC conducts accreditation two times in a year. This would reduce additional financial burdens of cost sharing of accreditation on the universities and NUC.
Keywords: Accreditation, Management, Public Universities, North Central Nigeria.

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I.   Background to the Study
Education is the fundamental pillar of progress and it is critical to the development of Nations. Therefore, the progress of any society depends on its academic institutions, which are helpful in the acquisition of knowledge and related experiences. This is possible through accreditation of universities and quality management. The major aim of any academic institution is to ensure transfer of quality education to its recipients. Quality education is what makes society meet the challenges of the modern world. It is the instrument that bring about permanent change in the behavior of learners. It provides capable manpower in all fields of human endeavor.

However, universities are established to impart knowledge and develop different kinds of skills to enable students to be productive, earn a living and contribute towards national development. The university system therefore is saddled with three major responsibilities namely: teaching, research and community services. It is pertinent to note that quality is of utmost importance for university education. However, the duties of university administrators therefore are to ensure quality management through the accreditation process. It seems that the university education in Nigeria is in the state of decay to the extent that no Nigerian university has ever been included in the best 6000 universities in the world, therefore the need for Nigerian universities to produce appropriate human resources and to be on the same footing with their counterparts around the world has necessitated this study.

Furthermore, the establishment and maintenance of quality education in some schools are mostly the responsibility vested in government at different levels, that is Federal, State and Local Government. This is because the schools are owned and managed by them. Government uses some agencies to ensure that the quality of education given at different levels of learning is up to the standard expected. According to Ismail (2018), these agencies in Nigeria include National Universities Commission (NUC) for Universities, National Commission for Colleges of Education (NCCE) and National Board for Technical Education (NBTE) for Polytechnics and Monotechnics.

Importantly, accreditation has become one of the mechanisms used in achieving goals of education. It is a process of continuous improvement in the quality of teaching and learning activities which is achieved via pathways of employing mechanisms internally and externally to the system (Okebukola, 2014). Accreditation entails that Minimum Academic Standard (MAS) documents are attained, maintained and enhanced. It has been observed by Moti (2015) that the existing higher institutions of learning such as universities, polytechnics, colleges of education as well as colleges of agriculture and monotechnics that are licensed to operate are inadequate to accommodate on a yearly basis, the secondary school graduates, who by their "O Level" results are qualified for admissions to higher institutions of learning. Each year, thousands of applicants sit for Joint Admissions and Matriculation Board (JAMB) examination and less than 20% on the average gain admission into tertiary institutions (Moti, 2010). Apart from this gross inadequacy, the carrying capacities of these existing higher institutions seem to be low. This difficulty in admission has provided opportunities to some Nigerians to establish some private institutions of higher learning especially when the policy of private participation in higher education became pronounced. There seem to be more private tertiary institutions than those owned by government at the federal and the state levels in Nigeria.

For the above reason, accreditation has become explicit. Accreditation is a process of self-study and external quality review used in higher education to scrutinize an institution or its programmes for quality standards and need for quality improvement (Olabanji & Abayomi 2013). The process is designed to determine whether or not an institution has met or exceeded the published standards (set by an external body such as a government, national quality management agency or a professional association) The process usually includes a self-evaluation, peer review and a site visit (Olabanji & Abayomi 2013). Accreditation may be considered as the primary process for assuring and improving the quality of higher education institutions in order to boost their on-going performance efforts for the benefit of management and students.

Furthermore, management is getting things done through others. It can be more scientifically defined as the co-ordination of all the resources of an organization through the process of planning, organizing, directing and controlling in order to attain organizational objectives. University management could equally be seen as the systematic process of providing, utilizing and maintaining the human, material, finance and time resources to improve academic and administrative functions in schools for better productivity (Nwabueze, 2017). In essence accreditation and management in universities are multi-dimensional concepts which should embrace all its functions and activities like adequate funding, adequate physical infrastructural facilities, adequate teaching and non-teaching staff, effective environmental sanitation, security and curriculum Implementation.

Financing of education is an aspect of public finance that embraces all aspects of funding of education including the sources of funding and how the money earmarked for education is spent especially for the purchase of goods and the services of men and materials (Adeyemi, 2015). In Nigeria, it appears that government alone cannot fund university education due to rising costs of delivery caused by a combination of enrolment pressures, institutional resistance, failure to adapt more efficient and productive financial management styles. Government inability to keep pace with cost pressures in the face of competing social demands, led to the introduction of various cost-sharing measures including user charges, which were previously non-existent. Over the years, the government's budgetary allocations to education in Nigeria have left much to be desired. Public financing of University Education in Nigeria has encountered challenges such as: the placement of limits on admission by government, very low government educational budget, reducing financial support from foreign donors, the economic growth in Nigeria that is no longer strong enough to fund programmes in higher education, as well as poverty, unemployment and uneven distribution of wealth this has led to some academic programmmes not accredited as a result of poor infrastructural facilities (Akinsanya, 2017). Poor infrastructure and inadequate funding have continued to trouble many state and federal universities in Nigeria. In spite of the huge federal allocations particularly accruing to the states, little physical impact has been the lot of the education sector especially in terms of structures on the campuses. Rather than funding their universities adequately, many state governments are injecting huge money into building expensive government houses amid other bogus projects. The developmental conditions of most Nigerian Universities are appalling. Of the federal, state and private universities assessments in terms of overall performance, state universities present the poorest report card in terms of quality of programmes with resultant effect on programmes not accredited as a result of poor infrastructural facilities.

Infrastructure is the operational inputs of every instructional programme and constitutes elements that are necessary for teaching and learning (Ehiametalor, 2011). Such include buildings, laboratories, machinery, furniture and electrical fixtures. Due to poor infrastructural facilities in universities when universities face the NUC accreditation exercise, it is shameful to observe that in order to scale through the hurdles of the exercise, some departments will have to borrow equipment from neighbouring and sister institutions, present them and claim their ownership (Umeh, & Oguejiofor 2016).With the remarkable increase in the number of universities and university enrolments, it becomes worrisome that the tremendous increase in placement may not correspond to the state of available physical infrastructure. By implication, Nigerian universities are under the siege of decay.Against this background this study focuses on perceived impact of accreditation on the management of universities in North Central Nigeria.

Statement of the Problem

Accreditation focuses on the quality of education. Standards set by agencies in Nigeria, which includes National Universities Commission (NUC) for Universities, National Commission for Colleges of Education (NCCE) and National Board for Technical Education (NBTE) for Polytechnics and Monotechnics demanding for realistic thresholds, which challenge educators to pursue continues improvement.University education is a priority essential for the development of required skilled manpower that drives the economy of a nation. This is because it is only university education that produces highly skilled manpower that is the wealth of a nation. The world economy had changed and is still changing as knowledge supplies the capital as a resource of present, future and wealth development of a nation. As knowledge becomes more and more important so does higher education. As a result, the quality of knowledge generated through university education should be such that can address the challenge of underdevelopment and competitiveness of the 21st century.

For universities to meet certain criteria relating to academic matters, staff-student ratios, staff mix by rank, staff development, physical facilities, funding, adequate library facilities, security is paramount. Adequacy of various inputs in the university system, in terms of quality and quantity, exercises tremendous influence on quality management in the university system. In a university system, accreditation exercises are required to maintain quality improvement and productivity.

However, it is a serious case that, university administrators only remember the need to paint all the classroom blocks, staff offices, look for places to borrow instructional materials needed for instructional competitiveness, books to place in their libraries, scientific apparatus in the science laboratories and clean the school environments during accreditation exercises. This often makes it difficult for government to know exactly what is happening in the institutions and how to help them improve on their standards. Sometimes, school administrators embezzle the funds provided for proper provision and maintenance of these facilities. Most of these problems go a long way to affect teaching and learning and as well hinders good performance practices among students. Based on these problems, there is need to regularly accredit school programmes to see that quality is assured in universities. Hence, quality management in the school system paves way for effective management of institutional programmes.

However, NUC adopts very strict mechanism in the accreditation exercises of university programmes and other resources requirement in order to ensure that quality management is maintained in the universities in Nigeria. Despite this effort by NUC, the actualization of quality management seems to be a mirage as most corporate bodies, companies, multinationals are complaining bitterly about the graduates that are being chunked out every year in the universities in North Central Nigeria. Most of them do not seem to fit into the labour market even when they are being re-trained on the job. Most companies complain that most present day university graduates hardly have the competence to handle responsibility when hired. They seem not to have innovative and entrepreneurial skills to even start and manage their own business. Prior to this period, Nigerian graduates were sought after in the whole world. In view of these experiences stakeholders of the educational system seem apprehensive of graduates of our universities in the North Central Nigeria, since they can hardly be competitive to meet internationally accepted standards of quality competence and excellence. 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:
i. determine impact of accreditation on funding of public universities in North Central Nigeria .
ii. determine impact of accreditation on provision of physical infrastructural facilities in public universities .

Research Questions

The following research questions were posed to guide the study:
i.   What is the impact of accreditation on funding of public universities in North   Central Nigeria?
ii.   What is the impact of accreditation on provision of physical infrastructural facilities   in   public universities?

Statement of Hypotheses

The following null hypotheses were formulated and will be tested at 0.05 level of significance:
i.   Accreditation does not have significant impacton funding of public universities in North Central Nigeria.
ii.   Accreditation does not have significant impacton adequacy of physical infrastructural facilities 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 adequate funding of universities and adequate physical infrastructural facilities, These variables were chosen because they are the indices of university management.

Empirical studies

Ukala and Ohia (2018) carried out a study that examined accreditation exercise as a quality assurance instrument in the management of universities in the rivers of Nigeria: the study was guide by four research questions and four hypotheses. The survey involved all the Deans and heads of academic departments in federal and state universities in three sampled universities in Rivers State. The population of the study comprised 182 (25 HODs and 157 Deans). One self-designed instrument titled Accreditation Exercise as a Quality Assurance Instrument Questionnaire (AEQAIQ). Face and content validities were ensured by experts. The reliability coefficient of 0.81 was established with the help of Cronbach Alpha Co-Efficent. The data generated was analysed using mean statistics and independent sample t-test. The result revealed that accreditation exercises impacted moderately on curriculum harmonization, the provision of staff offices, libraries and the general institutional environment. The exercises however have minimal impact on the provision of equipment in laboratories and workshops. Poor funding, poor institutional data base and some lack of commitment to standards by university proprietors were identified as some of the challenges to achieving quality assurance from accreditation exercises. It was concluded that universities in the Rivers State of Nigeria have not sufficiently capitalized on their routine accreditation exercises to adequately assure quality in the delivery and management of university education.

Appolus and Obiweluozor (2021) carried out a study that examined the impact of accreditation on quality in Higher Education in Nigeria; vis-à-vis the five thematic areas covered by accreditation which are: academic content, staffing, physical facilities, funding and library. The descriptive survey research design was adopted. The population of the study consists of the 6 Federal Universities located in the North-East geo political zone of Nigeria. Simple stratified random sampling technique was used to select 30 respondents from each university and 60 respondents from the National Universities Commission (NUC). In all 240 respondents were used in the study. A 25-item researcher-developed Questionnaire titled "Impact of Accreditation on Quality in Higher Education Questionnaire (IAQHEQ)" served as major instrument for data collection. The instrument was validated by experts from the Faculty of Education, Taraba State University. The reliability test conducted using Cronbach Alfa yielded a co-efficient index of 0.89. Frequency counts, mean and standard deviation were used to answer research questions, while the t-test statistic was used to test the null hypothesis at 0.05 level of significance. Results of the finding reveal that accreditation has significant impact on quality in Higher Education in Nigeria, it also reveal that some universities resort to falsehood, borrowing of staff and equipment from other schools, to attract high score during accreditation which are not sustained; it reveal that facilities and library holdings improved tremendously through accreditation visits; It was concluded that periodic accreditation visit by the NUC is very important to maintain quality and standards in Nigerian universities.   Abubakar (2015) carried out a study to establish the influence of accreditation exercise on academic standard in colleges of education in North-west Geo-political zone, Nigeria. The general objective of this study was to determine the influence of National Commission for Colleges of Education accreditation exercises on academic standard in Colleges of Education in North-west Geo-political Zone, Nigeria. The researcher raised four research objectives and four null hypotheses. The survey research designed was employed. The population for the study consisted of 3,577 academic staff and 30,202 NCE III students across the zone. The data were collected by the researcher through the administering of questionnaire from the sampled lecturers and students. The collection of data was done through personal administration and employment of trained research assistants in each respective College of Education. It was found that the NCCE accreditation

exercises had significant influence on quality of instruction, physical quality of facilities, quality of instructors, and delivery of curriculum content in colleges of education in North-west Geo-political Zone Nigeria.

Ukoh (2014); carried out a study on educators perception of the influence of National Commission for Colleges of Education on some quality indicators in Colleges of Education in South-East Nigeria. The researcher employed survey research design and distributed three hundred and sixty two (362) questionnaires from the population of two thousand seven hundred and twenty two (2722) academic staff of the Colleges of Education within the area under study, the research aimed at determining the level to which NCCE accreditation exercise influence the quality indicators in Colleges of Education under study example curriculum and staffing facilities. In the course of the study, the researcher stated three (3) research questions and (3) null hypotheses. The research questions were analyzed using descriptive statistics of mean rating while the null hypotheses were tested using analysis of variance (ANOVA) at 0.05 level of significant. The researcher made the following conclusions. Most of the Colleges are not after the truth of the situation but rather merely passing or gaining approval for the continuity of their programme and as a result, sometimes the Colleges went to the extent of borrowing and hiring facilities and staff. The researcher also concluded that most of the structures in place were not capable of accommodating their students

Aminu (2017) carried out a study on the impact of National Universities Commission (UNC"s) accreditation exercise in the improvement of standard of accounting department of Bayero University, Kano. The study was conducted to determine what impact NUC accreditation exercise made in making the accounting department of Bayero University, Kano to have met the expected standard. Survey research design was employed, and the population for the study was twenty six (26) academic staff of the department and the researcher decided to use them all because the number is not large enough as said by the research. The researcher raised five research questions and five null hypotheses. The research questions were analyzed using mean and standard deviation while the null hypotheses were tested using analyzed of variance at 0.05 level of significance. The researcher comes up with the following conclusions the NUC accreditation exercise for accounting department of BUK led to the acquisition of some facilities in the department even though some facilities are borrowed from outside. The NUC accreditation exercise for accounting department of Bayero University Kano led to the employment of qualified staff as the procedure of employment showed that one could only be employed after passing aptitude exams. However, in the aspect of curriculum update showed that it has not been regularly done. As regards to the smooth administration in the department, it shows the exercises failed.

Amaechi and Obiweluozor (2021) carried out a study on the Impact assessment of Accreditation on Quality in Higher Education in Nigeria: The Study of North-East Geo Political Zone. The paper examined the impact of accreditation on quality in Higher Education in Nigeria; vis-à-vis the five thematic areas covered by accreditation which are: academic content, staffing, physical facilities, funding and library. Five (5) research questions and one null hypothesis guided the study. The descriptive survey research design was adopted. The population of the study consists of the 6 Federal Universities located in the North-East geo political zone of Nigeria. Simple stratified random sampling technique was used to select 30 respondents from each university and 60 respondents from the National Universities Commission (NUC). In all 240 respondents were used in the study. A 25-item researcher-developed Questionnaire titled "Impact of Accreditation on Quality in Higher Education Questionnaire (IAQHEQ)" served as major instrument for data collection. The instrument was validated by experts from the Faculty of Education, Taraba State University. The reliability test conducted using Cronbach Alfa yielded a co-efficient index of 0.89. Frequency counts, mean and standard deviation were used to answer research questions, while the t-test statistic was used to test the null hypothesis at 0.05 level of significance. Results of the finding reveal that accreditation has significant impact on quality in Higher Education in Nigeria, it also reveal that some universities resort to falsehood, borrowing of staff and equipment from other schools, to attract high score during accreditation which are not sustained; it reveal that facilities and library holdings improved tremendously through accreditation visits

Ekpoh and Edet (2017) carried out a study that examined the politics of National Universities Commission programme accreditation practices. Descriptive survey design were used. The research covered universities in Akwa Ibom and Cross River States, Nigeria. Three research questions were raised to enhance the study. Purposive sampling technique was utilized to raise a sample of 85 current and former Heads of Departments for the study. A 21 - item instrument titled " Politics of Accreditation Practices Questionnaire (PAPQ)" was drawn, validated and tested for reliability using Cronbach Alpha. The index of reliability was 0.84 which indicated the fitness of the instrument for use. Data derived from the instrument were analyzed using means and standard deviation. Findings indicated that politics has been part of programme accreditation practices. Aspects of politics of accreditation identified were: politics of funding, borrowed books to boost library stock, borrowed facilities, window dressing of facilities,They also found that that accreditation has significant impact on adequacy of funding of public universities.

II.   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. The study fits into this design since it requires the collection of data from a representative sample of staff of the universities for the purpose of determining the impact of accreditation on the management of public universities in North Central Nigeria.

The population consists of the academic and the seniornon-academic staff of the federal and state universities inNorth Central States, Nigeria. There are seven existing federal universities and six state universities in the North Central Nigeria. The total staff of the federaluniversities are 9,980 comprising 4,443academic staff and 5,537 senior non-academic staff, whereasthe number of the staff of state universities are 4,367 comprising1,610 academic staff and 2,757 non-academic staff,totalling 14,347(National Bureau of Statistics; 2020).

The sample of this study is 201 staff of the federal and state universities in North Central States of Nigeria.The sample for the study was determined using Glenn (2012) formula for sample size determination. 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). 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 201 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 2clusters containing 10items 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 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, University of Agriculture 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. Based on their comments and suggestions, the researcher therefore restructured the instrument to suit the study

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, Cronbach Alpha Coefficient was suitable because the instrument was scored on a continuous response. The results for the reliability coefficient were as follows; Cluster A = 0. 93, Cluster B =0. 92,. The overall internal consistency reliability Coefficient of 0.97 was obtained. This indicates that the instrument is reliable for the study. Information that will be obtained using this instrument is therefore considered reliable.

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. 201 copies of the questionnaire were distributed to the respondents. Direct delivery technique was used to distribute the questionnaire. This implies that the respondents will be expected to fill and return the instrument to the researcher or research assistants on the spot. The direct technique of administration of the instrument helped the researcher to retrieve the copies of the questionnaire from the respondents easily. The reason for the use of research assistants is to ensure accurate completion of the instrument by the respondents as well as ensuring high return rate of the instrument and because the area of the study is very large for an individual to cover within a short time.

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 1.00 to 1.49 was regarded as Strongly disagree (SD). Chi-square ($\chi2$) 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 < α-value (0.05) will be considered 'significant' while P-value ≥ α-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
Analysis of Research Questions
Research Question One: What is the impact of accreditation on funding of public universities in North Central Nigeria?

Table 1: Mean Rating and Standard Deviation of Respondents ofthe Impact of Accreditation on Funding of Public Universities in North Central Nigeria

Item No	Items Description	SA	A	D	SD	$\overline{X}$	Std	Decision
1	Accreditation enables the university to be aware of their present need of funds.	72	76	31	21	2.99	0.97	Accepted
2	Accreditation enables the university to seek for government grants	87	64	33	16	3.11	0.96	Accepted
3	Accreditation enables the university seek for funding to get instructional facilities that are not available.	101	52	32	15	3.20	0.97	Accepted
4	Accreditation enables the university to seek for funding to purchase security systems	84	78	21	17	3.14	0.83	Accepted
5	Accreditation enables the university seek for funding for school sanitation	99	66	30	5	3.29	0.82	Accepted
	Cluster Mean/Standard Deviation					**3.11**	**0.91**	**Accepted**

Source :Field Survey,2023

Table 1 shows that the mean ratings for items 1-5 were above the cut-off point of 2.50.The cluster mean of 3.11 with the standard deviation of 0.91 is above the cut-off point of 2.50.This implies that accreditation has impact on funding of public universities in North Central Nigeria.

Research Question Two: What is the impact of accreditation on provision of physical infrastructural facilities in public universities?

Table 2: Mean and Standard Deviation of the Impact of Accreditation on Provision of Physical Infrastructural Facilities in Public Universities

Item No	Item Description	SA	A	D	SD	$\overline{X}$	Std	Decision
6	Accreditation enables the university to be aware of their present need of funds.	112	63	20	5	3.41	0.77	Accepted
7	Accreditation enables the university to seek for government grants	131	52	14	3	3.56	0.69	Accepted
8	Accreditation enables the university seek for funding to get instructional facilities that are not available.	48	122	15	15	3.01	0.79	Accepted
9	Accreditation enables the university to seek for funding to purchase security systems	83	62	49	6	3.10	0.88	Accepted

10	Accreditation enables the university seek for funding for school sanitation	74	64	49	13	3.00	0.94	Accepted
	Cluster Mean/ Standard Deviation					**3.22**	**0.82**	**Accepted**

Source: (Field work, 2023)

Table 2 shows that the mean ratings for items 6-10 were above the cut-off point of 2.50.The cluster mean of 3.22 with the standard deviation of 0.82 is above the cut-off point of 2.50.This implies that accreditation has impact onphysical infrastructural facilities of public universities in North Central Nigeria.

Hypotheses Testing

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

Hypothesis One: Accreditation does not have significant impact on funding of public universities in North Central Nigeria.

Table 3: Chi-Square Test of Respondents of Impact Accreditation on Adequacy of Funding Of Public Universities In North Central Nigeria.

Opinion	Observed N	Expected N	Residual	Df	Level of Sign	Chi-Square	P.Valvu	Decision
Strongly Agree	88	50	38	3	0.05	73.76	0.00	Significant
Agree	67	50	17					
Disagree	30	50	-20					
Strongly Disagree	15	50	30					

Table 3 reveals chi-square=73.76 at Df=3; P=.00<0.05. Since probability value of 0.00 is less than the alpha level of 0.05, this shows that accreditation has significant impact on adequacy of funding of public universities in North Central Nigeria

Hypothesis Two: Accreditation does not have significant impact on adequacy of physical infrastructural facilities in public universities.

Table 4: Chi-Square Test of respondents of the impact of Accreditation on Adequacy of Physical Infrastructural Facilities In Public Universities

Opinion	Observed N	Expected N	Residual	Df	Level of Sign	Chi-Square	P. Valve	Decision
Strongly Agree	89	50	30	3	0.05	119.8	0.00	Significant
Agree	73	50	-23					
Disagree	29	50	21					
Strongly Disagree	9	50	41					

Table 4 reveals chi-square=119.8 at Df=3; P=.00<0.05. Since probability value of 0.00 is less than the alpha level of 0.05, this shows that accreditation has significant impact on provision of physical infrastructural facilities in public universities in North Central Nigeria

III. Discussion of Findings

The first finding of the study revealed thataccreditation has significant impact on funding of public universities in North Central NigeriaThis finding is in line with that of Ekpoh and Edet (2017) who found that politics has been part of programme accreditation practices. They also found that that accreditation has significant impact on adequacy of funding of public universities

The second finding of the study revealed thataccreditation has significant impact on physical infrastructural facilities in public universities in North Central Nigeria. This findings is in line with the findings ofAbubakar (2015)who found that NCCE accreditation exercises had significant influence on quality of instruction, physical quality of facilities, quality of instructors, and delivery of curriculum content in colleges of education in North-west Geo-political Zone Nigeria. This findings is also in line with the findings of Appolus and Obiweluozor (2021)who found that accreditation has significant impact on quality in higher education in Nigeria, they also reveal that some universities resort to falsehood, borrowing of staff and equipment from other schools, to attract high score during accreditation which are not sustained; it reveal that facilities and library holdings improved tremendously through accreditation visits.

IV. 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 it onerous task. Based on the findings of the study it can be established that accreditation has significant impact on funding and physical infrastructural facilities in public universities in North Central Nigeria.

V. Recommendations

From the findings of the study the following recommendation were made
1.	Adequate special budgetary provision should be appropriated from the federation account specifically foraccreditation exercise, particularly now that NUC conducts accreditation two times in a year. This would reduceadditional financial burdens of cost sharing of accreditation on the universities and NUC.
2.	University management should respond urgently to accreditation criteria and make funds readily available to improve learning facilities in the Universities.

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