



QUALITY ASSURANCE PRACTICES AND UNIVERSITY GOAL ACHIEVEMENT IN KWARA STATE, NIGERIA

¹Dr. P. A.O. Etejere, ²Dr. Y. Eniola-Arigbe, ³Dr. M. L. Ogunniyi

⁴Dr. F. O. Adeniyi-Egbeola & ⁵Dr. F. K. Oluwalola

¹Department of Educational Management, University of Ilorin, Ilorin, Nigeria.

²Department of Educational Foundations and Management, Bamidele Olumilua University of Education, Science and Technology, Ikere-Ekiti, Ekiti State, Nigeria.

³National Centre for Agricultural Mechanization (NCAM), P.M.B.1525, Ilorin, Kwara State,

⁴Department of Arts Education, University of Ilorin, Ilorin, Nigeria.

⁵Department of Educational Management, University of Ilorin, Ilorin, Nigeria.

ABSTRACT

Quality assurance in university education has long been a source of concern for educational stakeholders. The purpose of this research was to look into the relationship between quality assurance practices and university goal achievement in Kwara State, Nigeria. This study adopted a correlational descriptive research design with a population of 2,077 lecturers from three universities in Kwara State, Nigeria. Stratified sampling technique was used for the selection of Two hundred and eighty lecturers from the population. Two questionnaires were used to collect data for analysis. The research questions were answered using descriptive statistics such as mean and standard deviation, while the hypotheses were tested using Pearson Product-Moment Correlation statistics at the 0.05 level of significance. The findings of the study revealed a significant relationship between quality assurance practices and university goal achievement in Kwara State, Nigeria. It was therefore recommended that student admission and staff recruitment processes should be monitored and infrastructural facilities should be made available, adequate and accessible in the institutions.

Keywords: Quality Assurance Practices, University Goal Achievement, Staff Recruitment, Students' Admission, Community service.



INTRODUCTION

The importance of quality assurance in higher education cannot be overstated because of the specific role that university education plays in national growth. Quality, as a concept, has been defined in diverse ways based on the perspectives of different authors. Quality is described by Obadara & Alaka (2013) as "fitness for function," which means "meeting generally accepted precepts or standards set by law, an agency, a coordinating body, or a professional society to see whether the outcome is good and up to the expected standard." A products, services, or phenomenon's ability or degree of conformity to an existing norm, which distinguishes it from others, is referred to as quality. As a result, the quality of education refers to the educational programs' importance and appropriateness for societal requirements for which they are delivered. On the other hand, quality assurance, is a concept used to describe the combination of quality policy, quality management, and quality control roles implemented in an educational institution to ensure compliance with a set of standards.

According to Kpolovie (2013), quality assurance refers to a process of certifying that an organisation provides the best possible product or services. These definitions and explanations also apply to quality assurance in education, university education inclusive.

Theoretical Framework

In order to have a full grasp of this study, there is the need to consider theories that are relevant to the understanding of institution-industry collaboration, quality assurance practices and university goal achievement. This study will, therefore, adopt Joseph Juran's Theory of Quality Assurance

Joseph Juran known as the 'Father' of quality, propounded a theory on quality management in 1951. This is popularly known as the "Quality Trilogy." The quality trilogy is made up of quality planning, quality improvement, and quality control. If a project to improve quality is to succeed, then all actions to improve quality must be carefully designed and managed. Juran claimed that there had been ten steps to improve the efficiency. These steps are:

1. An awareness of the opportunities and needs for improvement must be created



2. Improvement goals must be determined
3. Organization is required for reaching the goals
4. Training needs to be provided
5. Initialize projects
6. Monitor progress
7. Recognize performance
8. Report on results
9. Track achievement of improvements
10. Repeat

The theory is found appropriate for this study because it relates to the second independent variable which is quality assurance practices, establishing it as a determinant for goal achievement. The steps for quality improvement as stated in the theory are applicable to quality assurance in the institutions. There is need to create an awareness of the opportunities and needs for improvement in Nigerian universities and also determine goals for improvement. All resources (human and material) must be well organized and personnel are to be trained for goal achievement. Staff performance and the progress of institutional projects are to be properly monitored for effectiveness. The place of evaluation and feedback as suggested by the theory is also applicable to quality assurance practice in the universities.

Quality Assurance in Nigerian Universities

The need for quality assurance in university education cannot be underestimated because of the unique role it plays in national development. Quality, as a concept, has been defined in diverse ways based on the perspectives of different authors. Quality is the capacity or extent with which a commodity, service or phenomenon adheres to a norm that has been developed and rendered superior to others. Hence, educational quality refers to the importance and relevance of educational services to the requirements of the society to which they are provided.

The quality of a country's human resources is determined by the quality of higher education. Quality assurance, according to Emadomi & Philipa (2014), is the systematic



examination of educational programs to ensure that an acceptable educational standard is maintained. Adetunji (2017) stated that quality assurance Quality assurance regulates an educational institution's activities in terms of highlighting the components that are crucial in the evaluation of an educational process or other assessable components, defining the procedures for acting, appointing personnel, and determining which documents are required for the proper execution of tasks relating to a given entity, Using relevant tools, establish quality indicators and analyze quality on a regular basis..

Adetunji identified some factors responsible for low standards in university education in Nigeria which include Poor quality entrants, too much focus on paper qualifications, low levels of financing, contextual problems of rapid transformation, improper mission interpretation, unsuitable curricula, opening and closing of universities, students' unrest, incessant strikes, and the paucity of academics, as well as Staff retention issues, a lack of quality assessment, inadequate teaching and research infrastructure, and the phenomena of student migration to foreign nations. Obadara & Alaka (2013) viewed programme accreditation as one of the ways of assuring quality in Nigerian universities. Accreditation, according to the authors, is a process that aids institutions in establishing and maintaining successful educational programs, as well as ensuring that the accredited institution has met a high standard of quality and efficacy for the educational community, the general public, and other organizations.

Accreditation is a measure of the academic programme's quality against a set of acceptable minimal standards set by the certifying agency. The relevance and appropriateness of education programs to the requirements of the community is defined as educational quality. Accreditation, if attained, will enhance the minimum academic standard and ascertain university programmes and graduates as being of high and acceptable standard. There are several measures of quality assurance, but in this study, the measuring indicators shall be limited to the quality of admission process, infrastructural facilities and staff recruitment in the concerned universities.



Quality of Admission Process

Quality of admission process plays a vital role in assuring academic quality in Nigerian universities. There is the need to ensure proper conduct of entrance examination and investigation of the thoroughness of various tests which direct entry candidates are subjected to before admission is granted. The need to affirm if the institutions strictly adhere to admission requirements for programmes in the course of admission process and assuring lecturers' involvement in setting the entry examination questions are of paramount importance to this study. The extent to which effective means of identifying impersonators is put in place and the verification of O'Level results before admission is granted are also issues of concern for researchers. The need to determine if admission is granted only on merit is of great importance to the researchers. Akpan & Etor (2016) opined that for goal achievement in Nigerian universities, there is a need to ensure quality students' intake, among other things. This was confirmed by Asiyai (2015) who stated that the quality of university education is linked with the quality of university education is directly proportional to the quality of students' intake.

In addressing the influence of admission process on the quality of education at the Nigerian universities, Ibara (2015) wrote an article on developing quality assurance culture for a sustainable university education and attributed low-quality university education to the increase in enrolment without a corresponding increase in instructional resources and fund. Emaikwu (2012) investigated the impact of students' mode of admission on academic achievement. The scholar found a general untidiness in the uncoordinated system of admission and the attendant problems which are of a great concern to all stakeholders in the educational system. According to the author, the incompetence found in some university graduates is traceable to the wrong selection procedure which failed to control the number and quality of candidates being admitted in to the universities annually.

Increase in the demand for university education and the willingness of the applicants and some of their parents to gain admission at all cost have led to some illegal practices during the admission process. This was confirmed by Kpolovie et al (2014) who stated that the mode of admission has a great influence on students' academic performance. The various yardsticks used during the admission process as stipulated by the Federal



Government have their effects on university goal achievement. Odigwe & Swen (2016), when carrying out a study on the quota system of admission and quality of education in Cross River State, Nigeria, found that the merit system of admission enhances quality education while categorization of the educationally disadvantaged states, catchment area and discretion system of quota admission lower the quality of education and should be discouraged.

Quality of Infrastructural Facilities

On the issue of infrastructural facilities, it is necessary to ensure quality based on the important role facilities play in university goal achievement. The availability, adequacy, accessibility and utilization of classrooms, laboratories and equipment, workshops, library facilities with current books and functional internet services are germane. Singh and Kumar (2017) assessed the impact of infrastructural facilities and teaching-learning resources on students' academic attainment in India. The study showed a positive correlation between the variables under study and thus the findings significantly indicate the requirement of having all of the necessary physical infrastructural facilities and teaching-learning resources in the institutions for more effective and efficient transmission of knowledge. In addition, the study established several criteria for stakeholders to consider if India is to emerge as a long-term provider of high-quality education on a global scale. Isa & Yusoff (2015) explored the state of the physical facilities of Nigerian higher education institutions based on the global standard practices and found that the provision of physical facilities was below average.

Olasupo (2017) investigated the influence of infrastructural facilities on the research output of academic staff of the University of Ibadan, Nigeria. Findings revealed that significant relationship did not exist between internet facilities, availability of office furniture, and lecturers' research output; thus, infrastructural facilities had no relationship with university goal achievement. Nkang (2013) examined the state-of-the-art quality control systems at Nigerian universities with the goal of recommending improvements to the institutions' educational quality. The study revealed that the quality of university education in Nigeria was poor and was unable to measure up globally due to inadequate quality control systems in universities.



Obikeizie et al (2016) studied lecturers' perception of academic quality assurance variables in Nigerian universities. The findings revealed that lecturers considered the availability of a sufficient number of qualified staff, students' attitudes toward learning, early publication of students' examination results, availability of well-equipped laboratories and workshops, and tertiary education funding to be the most important variables in academic quality assurance.

Isa & Yusoff (2015) explored the state of the physical facilities of higher education institutions in Nigeria based on global best practices. The data were collected from observation and secondary sources. Review of similar works indicated that the level of available physical facilities was below average. These facilities support universities, polytechnics, monotechnics, and colleges of education to achieve their institutional goals and objectives. If the higher institution of learning wishes to produce students who will be able to perform favourably on the foreign labour market, the condition of existing facilities in tertiary institutions needs to be given greater attention.

Naz (2013) examined the academic performance of students, the development of behavioural components, and the relationship between teachers and students in the Malakand region of Khyber Pakhtunkhwa Pakistan. The study was conducted using a qualitative and quantitative approach, with data gathered from secondary sources such as books, journals, magazines, papers, and the internet. Furthermore, the study is based on a theoretical meta-analysis approach and extensive work by economists that focuses on the efficiency of education as measured by various inputs, such as buildings and class size, physical facility quality, student-teacher relationships, and educational outputs such as test scores, obtained grades, class participation, and students' social and moral development. Using a purposive sampling technique and keeping accessibility to these schools in mind, data were collected from 120 samples of two boys' government high schools. Finally, using a computer-based tool, the data was categorised and presented in tables, along with observations. According to the findings, there is a link between physical infrastructure, academic performance, and goal achievement for students.



Quality of Staff Recruitment Process

Another measuring indicator of quality assurance is staff recruitment processes. The quality of academic staff has a lot to contribute to the level of university goal achievement in Nigeria. The National Policy on Education (2013) stressed the importance of qualified teaching manpower in the educational system and affirmed that there is no education system that can outperform the quality of its educators. In order to estimate the future demand for teachers, it is not enough to emphasize the number of teaching personnel that would be required for the expansion of the educational system, but also the quality of such staff. Whenever the issue of quality in staff recruitment is discussed, the areas of concern are the method of interview, the departmental request, the selection and distribution of the newly recruited staff without any lopsidedness. Recruitment should be based on qualification, work experience and the conduct of orientation for the newly employed staff, among others.

Obadara & Alaka (2013) referred to university academic staff as the heart of the educational institution. This is because they are directly responsible for the school's graduates, research outputs, and service to the institution, community, and country as a whole. In other words, no tertiary institution can be better than the quality of its teaching staff. This was confirmed by Osuntokun (2017) who stated that the roles of Quality Assurance Units in Nigerian universities should go beyond maintaining academic quality in terms of teaching and student supervision during practical(s) to ensuring the integrity of examinations and fairness in assessments. The units should also investigate the teaching staff's academic claims and certifications, as some lecturers may not be as qualified as they claim. He also recommended that the federal government, the National Universities Commission (NUC), and state universities form independent audit committees made up of retired professors to examine and streamline these universities' appointment and promotion processes.

One of the major obstacles in the achievement of university goals in Nigeria is the shortage of qualified teaching manpower. The demand for academic staff is the number of lecturers required to teach in a university, in a particular year. Babalola (2000) delineated educational demand as a measure of the willingness, ability, and readiness of the eligible



relevant age population or the number of qualified potential entrants to enroll in a certain educational program at a set cost and time. Okunola (2001) argued that to be able to plan properly and also for the sake of school administration, one needs to know the number of teaching staff in each institution. This agrees with Familugba & Adu (2005) who stated that good and effective teachers are always in demand.

Concept of Goal Achievement

Different authors have described “goals” in several ways. Ogbewere & Dunmade (2015) defined goals as performance level which subordinates and the manager in an organisation have agreed upon as performance standard. University goals are the stated objectives which all stakeholders in the university system are consciously striving to achieve. A goal is the cause of all the productive actions taking place in the institutions. Hence, Mamedu (2016) affirmed that a high quality of work-life is expected to generate satisfactory university goal achievement. Abdulkareem & Oyeniran (2011) stated that for universities to reach their goals, their inputs and production processes must be efficiently and effectively handled. Gberevbie (2017) considered staff training in the organisation as part of the organisational culture which should be encouraged in order to achieve organisational goals.

Abdulkareem et al. (2015) pointed out some of the achievements recorded so far in the Nigerian university education system. These include high contribution to the international literature, exemplary teaching quality, community and extension services, dramatic increase in both the number of universities and academic enrolment, modernisation and enrichment of curriculum. Since the main goal of university education in Nigeria, according to the National Policy on Education (2013), is the development of human capital as a means of societal advancement, teaching, research and community service was therefore adopted in the present study for the assessment of university goal achievement. However, assuring quality in Nigerian universities is not without some challenges, such as negative interference of some stakeholders in educational processes, lop-sidedness in staffing, inadequate funding, infrastructural problems and brain drain, among others (Babalola, 2011). These challenges are to be addressed in order to cultivate meaningful quality assurance practices.



Purpose of the Study

The main objective of this research was to look into the relationship between quality assurance practices and university goal achievement in Nigeria's Kwara State, Nigeria. Specifically, the study examined:

- i. the level of quality assurance practices in universities in Kwara State, Nigeria;
- ii. the extent of university goal achievement in universities in Kwara State, Nigeria;
- iii. the relationship between quality of admission processes and university goal achievement in Kwara State, Nigeria;
- iv. the relationship between quality of infrastructural facilities and university goal achievement in Kwara State, Nigeria; and
- v. the relationship between staff recruitment processes and university goal achievement in Kwara State, Nigeria.

Research Questions

- i. What is the level of quality assurance practices in universities in Kwara State, Nigeria?
- ii. To what extent is university goal achieved in Kwara State, Nigeria?

Research Hypotheses

HO: There is no significant relationship between quality assurance practices and university goal achievement in Kwara State, Nigeria.

HO₁: There is no significant relationship between quality of admission processes and university goal achievement in Kwara State, Nigeria;

HO₂: There is no significant relationship between quality of infrastructural facilities and university goal achievement in Kwara State, Nigeria; and

HO₃: There is no significant relationship between quality of staff recruitment processes and university goal achievement in Kwara State, Nigeria.



METHODOLOGY

This study used a correlational descriptive research design. The population included 2077 from universities in Kwara State, Nigeria. Two hundred and eighty lecturers were selected from the population using a stratified sampling technique. The data for the analysis was collected using two questionnaires. To ascertain the validity of the instrument, experts in Educational Management and Measurement and Evaluation examined the questionnaires to ascertain their suitability for the desired data. They assisted to assess the face and content validity of the instruments by ensuring that irrelevant and ambiguous items were eliminated. Hence, their suggestions were taken accordingly. Descriptive statistics such as mean and standard deviation were used to answer the research questions, while the hypotheses were tested using Pearson Product-Moment Correlation statistics at the 0.05 level of significance.

RESULTS AND DISCUSSION

Research Question One: What is the level of quality assurance practices in universities in Kwara State, Nigeria?

Research question one was answered by collecting and analysing responses of the sampled lecturers from the selected universities using mean rating as shown in Table 1. Mean scores of the responses were summed up and the decision was taken as shown below.

Table 1 : Level of quality assurance practices in universities in Kwara State

Level	Score Range	Frequency	Percentage
Low	1-1.99	1	4
Moderate	2-2.99	81	28.9
High	3-4.00	198	70.7
Total		280	100

Table 1 shows that the level of quality assurance practices in universities in Kwara State, as assessed by the lecturers from the sampled universities in the state was high at 70.7 %, based on the lecturers' ratings. This means that the chosen universities'



administrative process (admission process, staff recruitment, and infrastructure facilities) had a high degree of quality assurance.

- iii. **Research Question Two:** To what extent is university goal achieved in Kwara State, Nigeria?

To answer research question two, responses of the sampled lecturers from the selected universities were collated and analysed using mean rating as shown in Table 2. Mean score of the responses were summed up and the decision was taken as shown below.

Table 2: Level of University Goals Achievement in Kwara State

Level	Score Range	Frequency	Percentage
Low	1-1.99	51	18.2
Moderate	2-2.99	229	81.8
High	3-4.00	-	-
Total		280	100

From Table 2, the level university goals achievement in Kwara State, as assessed by lectures, from the sampled university in the state, was moderate at 81.8 %. This implies that the level of university goals achievement (teaching, research and community service) in the selected universities was moderate based on the participants' rating.

Hypothesis Testing

Main Hypothesis: There is no significant relationship between quality of assurance practices and university goal achievement in Kwara State, Nigeria.

Table 3 : Correlation Analysis of Quality Assurance and University Goal Achievement

Variables	1	2	3	4	5
Quality Assurance Practices	1				
Admission Processes	.754**	1			
Infrastructural Facilities	.842**	.394**	1		



Staff Recruitment Process	.872**	.513**	.641**	1	
Goal Achievement	.481**	.330**	.443**	.409**	1

Significant @ $p < 0.05$

Table 3 Shows that the Pearson correlation coefficient yielded $r = 0.481$ which is a positive relationship with $p\text{-value } .000 < 0.05$. This means a positive significant relationship result between quality assurance practices and university goals achievement. Therefore, the hypothesis was not accepted. This means that Quality Assurance Practices (QAP) of universities in Kwara State will positively improve university goal achievement.

Operational Hypotheses

Ho₁: There is no significant relationship between quality of admission process and university goal achievement in Kwara State, Nigeria.

Table 4 :Quality of admission Process and university goal achievement in Kwara State, Nigeria

Variables	N	R	p Value	Decision
Quality of admission processes	280			
		.330**	.000	Ho₁
University Goal Achievement	280			Rejected

***Significant $p < 0.05$**

Table 4 Shows that the Pearson correlation coefficient yielded $r = 0.330$ which is positive relationship with $p\text{-value } .000 < 0.05$. This means a positive significant relationship result. Therefore, the hypothesis was rejected. The implication is that, there is a positive and significant relationship between the quality of admission processes and university goal achievement in Universities, Kwara State.

Ho₂: There is no significant relationship between infrastructural facilities and university goal achievement in Kwara State, Nigeria.



Table 5 : Infrastructural facilities and university goal achievement

Variables	N	R	p Value	Decision
Infrastructural Facilities	280			
		.443**	.000	Ho₁
University Goal Achievement	280			Rejected

***Significant $p < 0.05$**

Table 5 indicates that the Pearson correlation coefficient yielded $r = 0.443$ which is positive relationship with p-value $.000 < 0.05$. This revealed a positive significant relationship result. Therefore, the hypothesis was rejected. This means that a positive significant relationship exists between infrastructural facilities and university goal achievement in Universities in Kwara State, Nigeria.

H₃: There is no significant relationship between staff recruitment process and University Goal Achievement

Table 6 : Staff recruitment process and university goal achievement in Kwara State

Variables	N	R	p Value	Decision
Staff Recruitment Process	280			
		.409**	.000	Ho₁
University Goal Achievement	280			Rejected

***Significant $p < 0.05$**

It indicates from Table 6 that the Pearson correlation coefficient yielded a positive relationship at $r = 0.409$ with p-value $.000 < 0.05$. Therefore, the hypothesis was rejected. This means that a positive significant relationship exists between quality staff recruitment process and university goal achievement in Universities in Kwara State.

Discussion

Table 1 shows that the level of quality assurance practices in public universities in Kwara State, as assessed by the lecturers from the sampled universities in the state was high at 70.7 %. This implies that the level of quality assurance in the administrative process



admission process, staff recruitment and infrastructure facilities of the selected universities was high based on lecturers' rating. This was in contrast with Stanley (2020) who examined quality assurance in tertiary institutions in Nigeria as a driving force for sustainable development and observed a low level of quality assurance in the institutions. The study of Nzokurum & Humphrey (2019) on quality assurance in the management of Nigeria university education also indicated a low level of quality assurance. Nkang (2013) also carried out a research on the status of quality assurance mechanisms in Nigerian universities, and it was discovered that the quality of Nigerian university education is low and could not measure up globally due to the universities' inadequate condition of quality assurance processes. Obikeizie, Nwadiaro, Timothy & Essien (2016) examined lecturers' perception of academic quality assurance variables in Nigerian universities. The study's findings revealed that lecturers considered the availability of a sufficient number of qualified staff, students' attitude toward learning, early publication of students' examination results, availability of well-equipped laboratories and workshops, and higher education funding to be the most important variables in academic quality assurance.

From Table 2, the level of university goal achievement in public universities in Kwara State, as assessed by lecturers, was moderate at 81.8 %. This implies that goal achievement level of the sampled public universities in Kwara State, Nigeria was moderate based on respondents' rating. The implication of this finding was that public universities in Kwara State achieved their goals in teaching, research publication and community service in a moderate measure. This finding agrees with Abdulkareem et al (2015)'s study on university goal achievement. They investigated on the link between corporate culture and university goal achievement in Nigeria's Southwest geopolitical zone. Their findings indicated that university goals were met to a great degree in Nigeria's Southwest geopolitical zone, and that there was a link between corporate culture and university goal achievement in the institutions.

Teaching, research and community service are the major indicators of university goal achievement as revealed by this study and this is in agreement with Middaugh (2001) who observed that academic staff members conduct research, and their output is evaluated in a number of ways. Published publications, externally financed grants, and the number of



citations received by published works are the primary metrics used by academic institutions to assess research productivity. Publications that are submitted, accepted (in press), or published are the most typical productivity measures. Journal articles (refereed and non-refereed), books (including edited books and textbooks), book chapters, monographs, conference papers, and research proposals prepared for external and internal grants are all examples of published works (Middaugh, 2001).

Ana and Edgar (2002) also Since postgraduate programs are primarily research-oriented, a university's research outputs can be measured using various indicators such as the number of research publications, the number of weighted research publications, the quality of research publications, total research grant income received, and the total number of postgraduate students trained during a given year. Ana and Edgar also listed the indicators of community service, which included the number of social assistance cases filed with the academic planning unit, cultural activities filed with the academic planning unit, scientific meetings (national or international) and conferences held by the university, consulting services provided to private companies, and courses provided to the local community.

Hypothesis Testing

Result from Table 3 indicates that the Pearson correlation coefficient yielded $r = 0.481$ which shows a positive relationship with p value $.000 < 0.05$. Hence, the hypothesis was rejected. The implication of this is that, there exist a positive significant relationship between quality assurance practices and university goal achievement in Kwara State, Nigeria. This finding shows the important role played by quality assurance practices in achieving university goals. A similar report was given by Odukoya, Chinedu, George, Olowookere & Agbude (2015) in their research on quality assurance practices in African private universities. The authors investigated the level of success in attaining and maintaining quality in the institutions and found a high standard of quality assurance practices in the universities. This is contrary to Ekwe & Abuka (2014) who examined the level of quality assurance in Nigerian universities and found it to be low.

Table 4 shows that the Pearson correlation analysis value yielded $r = 0.330$ which is



a positive relationship with p-value $.000 < 0.05$. Therefore, the hypothesis was rejected. This means that there is a positive and significant relationship between the quality of admission processes and goal achievement of public universities in Kwara State, Nigeria. Quality assurance in the area of students' intake (admission process) cannot be overemphasized. The findings of the study revealed the significant role played by quality admission process on university goal achievement. This was confirmed by Akpan & Etor (2016) who posited that for goal achievement in Nigerian universities, there is a need to ensure quality students' intake, among other things. This is also in line with Asiyai (2015) who stated that The quality of a student's admission process is linked to the quality of their university education.

Table 5 indicates that the Pearson correlation analysis value yielded $r = 0.443$ which is positive relationship with p-value $.000 < 0.05$. This shows a positive significant relationship result. Therefore, the hypothesis was rejected. This implies that a positive significant relationship exists between infrastructural facilities and university goal achievement in Kwara state, Nigeria. The place of availability, adequacy, utilization and accessibility of infrastructural facilities cannot be overemphasized in university goal achievement. Facilities such as classrooms, laboratories, libraries and others play vital roles in the achievement of university goals. Hence, Singh and Kumar (2017) assessed the impact of infrastructural facilities and teaching-learning materials on academic achievement in Indian students The findings significantly indicate the necessity of having all of the necessary physical infrastructural facilities and teaching-learning resources in the institutions for more effective and efficient transmission of knowledge, since the study revealed a positive correlation between the variables under consideration. Based on global best practices, Isa and Yusoff (2015) investigated the state of physical facilities in Nigerian higher education institutions and found that provision of physical facilities was below average.

Olasupo (2017) examined the influence of infrastructural facilities on the research output of academic staff of the University of Ibadan, Nigeria. The study revealed that there was no significant relationship between internet facilities,, availability of office furniture, and lecturers' research output; thus, infrastructural facilities had no relationship with university goal achievement.

On Table 6, the Pearson correlation coefficient yielded a positive relationship at $r =$



0.409 with p-value $.000 < 0.05$. Therefore, the hypothesis was rejected. The implication is that, there exist a positive significant relationship between quality staff recruitment process and university goal achievement in Kwara State, Nigeria. This positive relationship between staff recruitment process, as revealed by this study confirmed the importance of the teaching personnel in the university system. The National Policy on Education (2013) stressed the importance of qualified teaching manpower in the educational system and affirmed that no educational system can rise above the quality of its teachers. In order to estimate the future demand for teachers, it is not enough to emphasize the number of teaching personnel that would be required for the expansion of the educational system, but also the quality of such staff. Obadara & Alaka (2013) referred to the university academic staff as the heart of the educational institution. This is because they are directly responsible for the institution's graduates, research output, and service to the community, state, and country.

CONCLUSION

The study examined quality assurance practices and university goal achievement in Karara State, Nigeria. The findings of the study revealed a significant relationship between all the measuring indicators of quality assurance (admission processes, infrastructural facilities and staff recruitment process), as used in this study and university goal achievement. This shows that quality assurance practice is a determinant of university goal achievement.

RECOMMENDATIONS

The following recommendations were made based on the findings of this study;

- More attention should be given to the monitoring of admission process to ensure high standard of education.
- Infrastructural facilities should be available, adequate and accessible to students and staff.
- Staff recruitment process should be closely monitored to enhance quality assurance, thereby leading to the achievement of university goals.



REFERENCES

- Abdulkareem, R. L, Sheu, A. A & Kayode, D.J (2015). Corporate culture and university goal Achievement in South – West Zone. *Nigeria Journal of Education Policy*. 1-3.
- Abdulkarem, R. L. & Oyeniran, S. (2011). Managing the performance of Nigerian universities sustainable development using data envelopment analysis. *International Journal of Academic Research in Business and Social Sciences*, 1 (special issue), 1-9.
- Adetunji, A.T., Adetunji, A.V., & Falebita, O.A. (2017). Measures for quality assurance in Nigerian university system: why the model has failed. *Journal of Management*, 5(10), 1-8
- Akpan, C. & Etor, C. (2016). Accreditation programme and quality university education in South South Nigeria. *international journal of educational studies* 13(2), 37-54.
- Alberta Association, Canadian Institute of Planners. (2012). Collaborations between the public and private sector: the role of intellectual property. *Final Report AACIP, Government of Australia Canberra*.
- Asiyai, R.J. (2015). Improving quality of higher education in Nigeria. The roles of stakeholders *International Journal of Higher Education* 4(1). 61-70.
- Babalola, J. B. (2011). *Fundamental of economics of education*. Ibadan: Published Department of Educational Management, University of Ibadan.
- Emadomi, M. I. & Philipia, O. I. (2014). Performance evaluation model for quality assurance in Nigeria higher education.
- Emaikwu S. O. (2012). Assessment of the Impact of Students Mode of Admission into University and their academic Achievement in Nigeria *International Journal of Academic research in progressive Education and Development* 1 (3) 151-164.
- Familugba, J. O. & Adu, E. T. (2005). Teacher and teaching in the millennium. *Ikere Journal of Education*. 7 (1), 67.
- Federal Republic of Nigeria. (2013). National Policy on Education. Abuja: NERC.
- Gberevbie, D. E (2017). Staff training and organizational goals attainment covenant *University journal of politics & international Affairs*, 5(1), 89-112.
-



- Ibara, E. (2015). Developing quality Assurance culture for Sustainable University Education in Nigeria. *Journal of Education and Practice* 6(29) 142-147
- Isa, A., Yusoff, W.Z.W. (2015). State of physical facilities of higher education institutions in Nigeria. *International Journal of Scientific and Research Publications*, 5(4), 1-5
- Juran, J. (1951), *Quality Control Handbook*. Minnesta.
- Kpolovie, P. G. (2013). Quality assurance in the Nigerian educational system: matters arising Nigerian army education corps (NAEC) education summit 4-8 November 2013, UyoAkwalbom State Paper Presentation.
- Mamedu, O. P. (2016). Quality of work-lie and university goal attachment perception by academic staff in the South-south geo - political zone of Nigeria. *American Journal of Educational Research*. 4(20) 1323-1336.
- Naz, A., Khan, W., Daraz, U., Rahman, H., Hussain, M., Ibrahim, A., &Alam, H. (2013). Assessing consequential role of infrastructural facilities in academic performance of students in Pakistan, 3(2), 463-475.
- Nkang, I. E. (2013). Challenges of globalization and quality assurance in Nigerian university Education. *International Education Studies*, 6(1), 207-215
- Nzokurum, J. O. (2019). Quality assurance in the management of Nigeria university education. *Advances in Social Science Research Journal*. 6(8)
- Obadara, O.E. & Alaka, A. A. (2013). Accreditation and quality assurance in Nigeria universities. *Journal of Education and practice* 4(1) 13-41.
- Obiekezie, E.O., Nwadaïro, R.I., Timothy, A.E., &Essien, M.I. (2016). Academic quality assurance variables in Nigerian universities: exploring lecturers' perception. *International education Studies*, 9(5), 247-254
- Odigwe F. & Swem T. (2016) Nigerian University Quota Admission System and Quality of Education in Universities in cross River State, Nigeria. *International Journal of Science Research in Education* 9 (4) 325 – 332.
- Ogbewere, B. I. & Dunmade, E.O (2015). Goal Setting and performance appraisal in Nigerian public enterprises: An empirical study of Nigerian National Petroleum Corporation (NNPC). *Public Policy and Administration Research* 4(9) 44-50.



- Okunola, P. O. (2001). Technical teachers' demand and supply in Nigeria secondary schools, *Journal of Advanced Studies in Educational Management* (1).
- Olasupo, I.O. (2017). Influence of infrastructural facilities on research output of academic staff university of Ibadan. *Afro Asian Journal of Social Sciences*, 8(3), 1-15.
- Osuntokun, J. (2017). Quality assurance in varsities: Umudike example. Retrieved on 10th January, 2019, from [thenationonline .ng.org](http://thenationonline.ng.org)
- Singh, V., & Kumar, R. (2017). A study of the impact of institutions infrastructural facilities and teaching learning resources on academic attainments and placement of management students, 7(1), 17298-17306
- Stanley, U .N. (2020). Quality assurance in tertiary institutions in Nigeria: a driving force for sustainable development. *Asian Journal of Advances in Research* 3(3) 9-14