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Assessment of Accreditation Yardstick Tool on the Management of Tertiary Institutions in Katsina State, Nigeria

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Abstract

This study examined the “Assessment of staffing situation accreditation yardstick tool on the management of tertiary institutions in Katsina state, Nigeria”. Two objectives guided the study which includes; assess the extent of staffing situation accreditation yardstick tool on the management of tertiary institutions in Katsina state, a corresponding research question and research hypothesis were asked and formulated respectively to guide the study and they are in line with the stated objective. Descriptive survey research design was used for the study. The total population for the study is 7,398 comprised of 11 tertiary institutions and this comprised of 68 management staff, 3,133 academic staff and 4,197 non-academics. A multi stage sampling method was adopted, and the institutions were divided into four clusters of universities, Colleges of Education, Polytechnics and Monotechnics and one institution was selected using a Simple Random sampling technique from each cluster. The sample size of the study is 365 determined using a Research Advisor sampling table. A proportionate sampling procedure was used to determine the distribution of questionnaire across the four institutions sampled. The instrument used for data collection was a structured questionnaire. The questionnaire was validated and pilot tested using Cronbach's Alpha technique, which revealed the reliability value of 0.87. The data collected were scored on a 5-Point Likert rating scale before it was subjected to statistical analysis. Descriptive statistics of Mean and Standard deviations were used to answer the research questions. One-Way-Analysis of Variance (ANOVA) was used to test the formulated null hypothesis at 0.05 levels of significance. Finding of the study shows that, there is a significant difference in the opinion of respondents' on the extent of staffing situation accreditation yardstick tool on the management of tertiary institutions in Katsina state. Based on the finding of the study it was recommends that management of tertiary institutions should adhered to the recruitment criteria stipulated by the accreditation bodies in order to ensure high caliber of competent staff were recruited in quality and quantity to cater for the shortage of manpower.

Keywords: Yardstick Tool, Tertiary Institutions, Katsina State

Introduction

Accreditation exercise of Academic institutions is one of the quality assurance mechanisms initiated by the National University Commission (NUC), National Commission for Colleges of Education (NCCE) and National Board for Technical Education (NBTE) to regulate academic standard and enhance quality tertiary education in Nigeria. But the declining quality of our tertiary education has become an issue that requires attention, whether the accreditation exercise actually achieves its purpose. Tertiary education generally refers to post-secondary school education. According to Federal Government of Nigeria in her National Policy on

Education (2019) tertiary education referred to the kind of education given after secondary education in universities, polytechnics, monotechnics and colleges of education. It also includes those institutions offering correspondent courses.

In order to ensure quality tertiary education in the various tertiary institutions in Nigeria, the Nigerian government established National University Commission (NUC), National Commission for Colleges of Education (NCCE) and National Board for Technical Education (NBTE). They are all parastatal under the FME. (NEEDS, 2014) NUC was established in 1962 saddled with the responsibility of developing and managing university education in Nigeria. Its functions include: granting approval for all academic programmes in Nigerian universities; granting approval for the establishment of all higher educational institutions offering degree programmes; and ensuring quality assurance, through regular accreditation, of all academic programmes in Universities.

National Commission for Colleges of Education (NCCE) is a parastatal of the FME established by Decree 13 of 1989. (NEEDS, 2014) the establishment of the Commission resultant to effect of the importance to accorded quality teacher education by the Federal Government of Nigeria, Since its creation, the Commission has continuously pursued the goals of quality assurance in education. It has continuously reviewed and standardized the curriculum of tertiary institutions in the country through programme accreditation, which is carried out once in five years.

National Board for Technical Education (NBTE) Established by Act No. 9 of 1977, the board is a parastatal of the FME specifically created to handle all aspects of technical and vocational education falling outside university education. (NEEDS, 2014) the Board supervises and regulates, the programmes offered by technical institutions at post-secondary school levels through accreditation process. (Akpan, et al., 2019) accreditation of Academic programmes in Nigerian universities dated back to 1990 when the first accreditation exercise was carried out. Accreditation exercise of academic programmes has become a culture and a spontaneous process to ensure that minimum academic standard is maintained in tertiary institutions.

Accreditation exercise is a qualitative review of continuous scrutiny and monitoring of tertiary institutions to ensure that both administrative and academic activities are being carry out with the laid down minimum academic standard requirements stipulated by the accreditation bodies, because the major aim of accreditation in Nigerian tertiary institutions is to ensure that the provisions of the Minimum Academic Standard (MAS) document is attained, maintained and enhanced from time to time. There are various key areas that serve as the indicators for attaining quality assurance using accreditation as a tool such key areas include number of the require qualified academic and non-academic staff, provision of adequate and relevant modern physical facilities, spacious lecture rooms and well equipped modern laboratories, ICT center, offices, conveniences, funds and many more in order to ensure quality attainment in the delivery of tertiary education.. Therefore, it is on basis of this assertion that, the study intends to assess the staffing situation accreditation yardstick tool on the management of tertiary institutions in Katsina state.

Empirical Studies

Nwogbo and Vin-Nwankwo (2023) examined the relationship between human resource planning and accreditation outcomes in tertiary institutions in Anambra State, Nigeria. The study adopted a correlational research design and found a significant relationship between staffing adequacy and successful accreditation outcomes. In another related study, Shuaib (2022) explored accreditation as a quality assurance mechanism in Nigerian higher institutions. The study highlighted that adequate staffing in terms of number, specialization, and rank is a

core requirement used by regulatory agencies during accreditation exercises. The study concluded that failure to meet staffing requirements often results in poor programme evaluation. Furthermore, [Ogunode and Cynthia \(2025\)](#) examined the challenges of academic staff development in Nigerian tertiary institutions and reported that brain drain, inadequate funding, and poor motivation have negatively impacted the availability of highly qualified staff. In addition, [Akomolafe and Adesua \(2019\)](#) conducted an evaluative study on accreditation and quality assurance in Nigerian universities. The study revealed that staff competence, academic qualifications, and professional experience are critical indicators used in accreditation assessment.

Statement of the Problem

The need for quality tertiary education has been emphasized and despite the frequent accreditation being carried out by the accreditation bodies, it seems that some tertiary institutions in Katsina State are still trying to meet up with the required national standard. Staffing situation in tertiary institutions in terms of quantity and quality especially academic staffs with Doctorate degree are adequately low. It was also, observed that participation in accreditation exercise seems to be low, while the level of accreditation exercise of academic programmes is the major issue which still needs to be seriously addressed if quality assurance needs to be ensured in public tertiary institutions in Nigeria today. The management of tertiary institutions seems to be delayed in responding to accreditation criteria; it may appear that the conditions of service are not favoring the staff as a result many staff quite for another job that has good working conditions.

Objective of the Study

1. Determine the extent of staffing situation accreditation yardstick tool on the management of tertiary institutions in Katsina state.
2. Examine the status of staff qualifications accreditation yardstick tool on the management of tertiary institutions in Katsina state.

Research Questions

1. What is the extent of staffing situation accreditation yardstick tool on the management of tertiary institutions in Katsina state?
2. To what extent is the status of staff qualifications accreditation yardstick tool on the management of tertiary institutions in Katsina state?

Hypothesis

- HO₁: There is no significant difference in the opinion of respondents' on the extent of staffing situation accreditation yardstick tool on the management of tertiary institutions in Katsina state.
- HO₂: There is no significant difference in the opinion of respondents' on the status of staff qualifications accreditation yardstick tool on the management of tertiary institutions in Katsina state.

Methodology

Descriptive survey research design was used for the study. The total population of the study is

7,398 comprised of 11 tertiary institutions and this comprised of 68 management staff, 3,133 academic staff and 4,197 non-academics. A multi stage sampling method was adopted, and the institutions were divided into four clusters of universities, Colleges of Education, Polytechnics and Monotechnics and one institution was selected using a Simple Random sampling technique from each cluster. The sample size of the study is 365 determined using a Research Advisor sampling table. A proportionate sampling procedure was used to determine the distribution of questionnaire across the four institutions sampled. The instrument used for data collection was a structured questionnaire. The questionnaire was validated and pilot tested using Cronbach’s Alpha technique, which revealed the reliability value of 0.87. The data collected were scored on a 5-Point Likert rating scale before it was subjected to statistical analysis. Descriptive statistics of mean and Standard deviations were used to answer the research questions. One-Way-Analysis of Variance (ANOVA) was used to test the five (5) formulated null hypotheses at 0.05 levels of significance.

Result

Table 1: Opinions of Respondents on the Extent of Staffing Situation Accreditation Yardstick Tool and Management of Tertiary Institutions in Katsina State

S/N	Item Statements	Respondents	SA		A		U		D		SD		M	SD
			F	%	F	%	F	%	F	%	F	%		
1.	My institution usually conducts manpower planning in the employment of staff into the system	Mangt. Staff.	11	52.4	10	47.6	0	0	0	0	0	0	4.52	0.51
		Acad. Staff.	60	37.7	70	44.0	4	2.5	14	8.8	11	6.9	3.97	1.18
		Nn.Acad.Staff	71	42.8	66	39.8	5	3.0	11	6.6	13	7.8	4.03	1.20
2.	Programme accreditation in my institution assesses staff enrolment for quality assurance.	Mangt. Staff.	8	38.1	8	38.1	1	4.8	3	14.3	1	4.8	3.90	1.22
		Acad. Staff.	50	31.4	76	47.8	4	2.5	15	9.4	14	8.8	3.84	1.22
		Nn.Acad.Staff	63	38.0	72	43.4	4	2.4	18	10.8	9	5.4	3.98	1.15
3.	My institution follows the criteria stipulated by the accreditation body in the recruitment process.	Mangt. Staff.	9	42.9	5	23.8	2	9.5	3	14.3	2	9.5	3.71	1.41
		Acad. Staff.	77	48.4	72	45.3	3	1.9	7	4.4	0	0	4.38	0.74
		Nn.Acad.Staff	109	65.7	51	30.7	2	1.2	4	2.4	0	0	4.60	0.64
4.	There are available required numbers of staff for effective management in my institution.	Mangt. Staff.	2	9.5	1	4.8	0	0	11	52.4	7	33.3	2.05	1.20
		Acad. Staff.	18	11.3	18	11.3	1	0.6	66	41.5	56	35.2	2.22	1.34
		Nn.Acad.Staff	11	6.6	20	12.0	2	1.2	67	40.4	66	39.8	2.05	1.22
5.	In my institution there is always induction training for new staff.	Mangt. Staff.	10	47.6	9	42.9	0	0	0	0	2	9.5	4.19	1.17
		Acad. Staff.	14	8.8	23	14.5	0	0	78	49.1	44	27.7	2.28	1.26
		Nn.Acad.Staff	73	44.0	72	43.4	0	0	15	9.0	6	3.6	4.15	1.05
6.	In my institution staffs are not hired for accreditation exercise.	Mangt. Staff.	6	28.6	9	42.9	3	14.3	3	14.3	0	0	3.06	1.01
		Acad. Staff.	9	5.7	9	5.7	1	0.6	75	47.2	65	40.9	1.88	1.07
		Nn.Acad.Staff	23	13.9	14	8.4	5	3.0	63	38.0	61	36.7	2.25	1.39
7.	Minimum qualification requirement for recruitment of staff is not followed in my institution.	Mangt. Staff.	2	9.5	2	9.5	0	0	7	33.3	10	47.6	2.00	1.34
		Acad. Staff.	9	5.7	10	6.3	0	0	65	40.9	75	47.2	1.82	1.10
		Nn.Acad.Staff	19	11.4	14	8.4	3	1.8	83	50.0	47	28.3	2.25	1.27
8.	Staffs in my institution are not promoted periodically.	Mangt. Staff.	2	9.5	2	9.5	0	0	10	47.6	7	33.3	2.14	1.28
		Acad. Staff.	17	10.7	14	8.8	0	0	84	52.8	44	27.7	2.22	1.25
		Nn.Acad.Staff	10	6.0	33	19.9	2	1.2	79	47.6	42	25.3	2.34	1.22
9.	Staffs are over-used due to inadequacy in my institution.	Mangt. Staff.	6	28.6	7	33.3	2	9.5	1	4.8	5	23.8	3.38	1.56
		Acad. Staff.	35	22.0	96	60.4	0	0	9	5.7	19	11.9	3.75	1.21
		Nn.Acad.Staff	60	36.1	74	44.6	3	1.8	19	11.4	10	6.0	3.93	1.18
10.	Employment of staff in my institution is not based on merit.	Mangt. Staff.	1	4.8	0	0	0	0	5	23.8	15	71.4	1.43	0.93
		Acad. Staff.	3	1.9	11	6.9	0	0	64	40.3	81	50.1	1.69	0.93
		Nn.Acad.Staff	10	6.0	10	6.0	1	0.6	99	59.6	46	27.7	2.03	1.04
Grand Mean											3.10			

Table 1 indicates the frequency, mean and standard deviation of the three categories of respondents and only the mean of management, (2.05) academic (2.22) and non-academic staff (2.05) in item 4, academic staff (2.28) in item 5, academic (2.25) and non-academic staff (1.88) in item 6, management, academic and non-academic staff in item 7, 8 and 8. Therefore, in line with the responses from the items the result shows that, extent of staffing situation accreditation yardstick promotes quality management of tertiary institutions in Katsina state; this is so, because the grand mean of 3.10 is greater than the decision mean of 3.00.

Table 2: Opinions of Respondents on the Status of Staff Qualification Accreditation Yardstick Tool and Management of Tertiary Institutions in Katsina State.

S/N	Item Statements	Respondents	SA		A		U		D		SD		M	SD
			F	%	F	%	F	%	F	%	F	%		
1.	In my institution qualifications of staff matters for quality assurance.	Mangt. Staff.	16	76.2	5	23.8	0	0	0	0	0	0	4.76	0.44
		Acad. Staff.	111	69.8	35	22.0	3	1.9	8	5.0	2	1.3	5.54	0.86
		Nn.Acad.Staff	107	64.5	48	28.9	0	0	8	4.8	3	1.8	4.49	0.87
2.	In my institution acquisition of higher qualification equip staff in their areas of specialization.	Mangt. Staff.	15	71.4	4	19.0	0	0	2	9.5	0	0	4.52	0.93
		Acad. Staff.	39	24.5	55	34.6	3	1.9	44	27.7	18	11.3	3.33	1.40
		Nn.Acad.Staff	46	27.7	67	40.4	2	1.2	35	21.1	16	9.6	3.35	1.35
3.	In my institution courses are allocated to teaching staff with a minimum qualification of master's degree.	Mangt. Staff.	10	47.6	8	38.1	2	9.5	0	0	1	4.8	4.24	1.00
		Acad. Staff.	25	15.7	38	23.9	8	5.0	61	38.4	17	17.0	2.83	1.38
		Nn.Acad.Staff	24	14.5	47	28.3	2	1.2	51	30.7	42	25.3	2.76	1.46
4.	Fellowships are adequately provided in my institution.	Mangt. Staff.	7	33.3	10	47.6	0	0	3	14.3	1	4.8	3.90	1.18
		Acad. Staff.	84	52.8	58	36.5	1	0.6	10	6.3	6	3.8	4.28	1.03
		Nn.Acad.Staff	59	35.5	79	47.6	3	1.8	18	10.8	7	4.2	3.99	1.09
5.	In my institution a minimum of second class upper division is the stipulated requirement for staffing.	Mangt. Staff.	3	14.3	18	85.7	0	0	0	0	0	0	4.14	0.36
		Acad. Staff.	16	10.1	28	17.6	3	1.9	90	56.6	22	13.8	2.53	1.22
		Nn.Acad.Staff	12	7.2	108	65.1	3	1.8	13	7.8	30	18.1	3.36	1.27
6.	Staffs with pass certificate are not employed in my institution.	Mangt. Staff.	13	61.9	7	33.3	0	0	1	4.8	0	0	4.52	0.75
		Acad. Staff.	106	66.7	43	27.0	1	0.6	7	4.4	2	1.3	4.53	0.83
		Nn.Acad.Staff	115	69.3	39	23.5	2	1.2	7	4.2	3	1.8	4.54	0.86
7.	In my institution higher qualification does not matter.	Mangt. Staff.	1	4.8	3	14.3	0	0	11	52.4	6	28.6	2.14	1.15
		Acad. Staff.	10	6.3	22	13.8	0	0	96	60.4	31	19.5	2.27	1.12
		Nn.Acad.Staff	19	11.4	21	12.7	2	2.4	64	38.6	58	34.9	2.26	1.37
8.	In my institution most departments has less than the required number of staff.	Mangt. Staff.	1	4.8	3	14.3	0	0	3	14.3	14	66.7	1.76	1.30
		Acad. Staff.	66	18.9	27	17.0	0	0	36	22.6	30	41.5	3.49	1.30
		Nn.Acad.Staff	51	31.9	24	14.5	0	0	53	31.9	38	22.9	3.67	1.49
9.	In my institution there is inadequate number of staff with the required qualification.	Mangt. Staff.	2	9.5	16	76.2	0	0	2	9.5	1	4.8	3.76	0.94
		Acad. Staff.	16	10.1	64	43.4	1	0.6	49	30.8	24	15.1	3.03	1.37
		Nn.Acad.Staff	13	7.8	70	42.2	4	2.4	53	31.9	26	15.7	2.95	1.30
10.	In my institution qualification is the major criteria for promotion.	Mangt. Staff.	4	19.0	0	0	0	0	10	47.6	7	33.3	2.24	1.45
		Acad. Staff.	17	10.7	11	6.9	5	1.3	67	42.1	59	37.1	2.12	1.28
		Nn.Acad.Staff	18	10.8	19	11.4	4	2.4	64	38.6	61	36.7	2.21	1.34
Grand Mean											3.46			

Table 2 indicates the frequency, mean and standard deviation of the three categories of respondents and only the mean of academic (2.28) and non-academic staff (2.76) in item 3, academic staff (2.53) in item 5, management (2.14), academic (2.27) and non-academic staff (2.26) in item 7, management staff (1.76) in item 8, non-academic staff (2.95) in item 9 and management (2.24), academic (2.12) and non-academic staff (2.21) in item 10 has mean below

the threshold. Therefore, in line with the responses from the items the result shows that, status staff qualification accreditation yardstick ensures proper management of tertiary institutions in Katsina state; this is so, because the grand mean of 3.46 is greater than the decision mean of 3.00.

Hypothesis Testing

Hypothesis stated that, there is no significant difference in the opinion of respondents’ on the extent of staffing situation accreditation yardstick tool on the management of tertiary institutions in Katsina state.

Table 3: Summary of One Way ANOVA on the Extent of Staffing Situation Accreditation Yardstick Tool on the Management of Tertiary Institutions in Katsina State

Variation	Sum of Squares	Df.	Mean Square	F-ratio	Sig. (P)	Decision
Between Groups	1069.502	2	534.751			
				22.552	.000	Rejected
Within Groups	8133.342	343	23.712			
Total	9202.844	345				

P<0.05

Table 3 shows that the calculated Sig. (P) value of 0.000 is less than 0.05 level of significant set for the study. Hence, the null hypothesis is hereby rejected. Therefore, there is a significant difference in the opinion of respondents’ on the extent of staffing situation accreditation yardstick tool on the management of tertiary institutions in Katsina state, meaning that management staff, academic staff and non-academic staff differ in opinion on the impact on the extent of staffing situation accreditation yardstick tool and management of tertiary institutions in Katsina state.

Table 4: Summary of One Way ANOVA on the Status of Staff Qualification Accreditation Yardstick Tool on the Management of Tertiary Institutions in Katsina State

Variation	Sum of Squares	Df	Mean Square	F-ratio	Sig. (P)
Between Groups	906.024	2	453.012		
				5.262	0.006
Within Groups	29528.893	343	86.090		
Total	30434.916	345			

P<0.05

Table 4 shows that the calculated Sig. (P) value of 0.006 is less than 0.05 level of significant set for the study. Hence, the null hypothesis is hereby rejected. Therefore, there is a significant difference in the opinion of respondents’ on the status of staff qualification accreditation yardstick tool on the management of tertiary institutions in Katsina state, meaning that management staff, academic staff and non-academic staff differs in opinion on the impact on the status of staff qualification accreditation yardstick and management of tertiary institutions in Katsina state.

Discussions of the Findings

The study conducted on Assessment of staffing situation accreditation yardstick tool on the

management of tertiary institutions in Katsina state, Nigeria. Finding reveal that, extent of staffing situation accreditation yardstick promotes quality management of tertiary institutions in Katsina state by the majority of the respondents; This finding agrees with the findings of [Nwogbo and Vin-Nwankwo \(2023\)](#) who reveals a significant relationship between staffing adequacy and successful accreditation outcomes.

The study also reveals that, the status of staff qualification accreditation yardstick ensures proper management of tertiary institutions in Katsina, as such it support the finding of [Ogunode and Cynthia \(2025\)](#) who reported that brain drain, inadequate funding, and poor motivation have negatively impacted the availability of highly qualified staff. In addition, the study finding align with that of [Akamolafe and Adesua \(2019\)](#) who reveals that staff competence, academic qualifications, and professional experience are critical indicators used in accreditation assessment.

Conclusion

The study focused on the assessment of accreditation yardstick tools on the management of tertiary institutions in katsina state, Nigeria. In line with the findings of the study the study concludes that, staffing situation accreditation and staff qualification accreditation promotes quality management of tertiary institutions, though there is a significant difference in the opinion of respondents in respect to the extent of staffing situation and staff qualification accreditation yardstick.

Recommendations

In line with the research findings and conclusions, the following recommendations were raised:

1. Management of tertiary institutions should review the recruitment criteria stipulated by the accreditation bodies in order to ensure high caliber of competent staff were recruited in large quantity to cater for the shortage of manpower.
2. Management of tertiary institutions should review the conditions and requirement for the need of in-service training in order to ensure uniform opportunities for all staff and this can be done by urging the interventions at both the State and Federal government to allocate more funds to staff training and development unit for the purpose of equal opportunity.

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