# The Impact of Quality Assurance Unit on Teachers' Efficiency and Productivity in Technical and Vocational Education Programmes of Federal College of Education, Pankshin

**Odewumi, Adenike Seyi; Gontur, Silas & Davireng, Makrop**
Business Education Department,
Federal College of Education,
Pankshin, Plateau State

*Abstract*
*One of the greatest symbols of quality is to maintain good standard which is the desire of every institutions. Thus, Technical and Vocational Education programmes are seen as a means of producing self-employed or self-reliant graduates. This paper examines the impact of Quality Assurance Unit on Teachers' Efficiency and Productivity in Technical and Vocation Education programmes of Federal College of Education Pankshin as a pointer toward achieving a good standard education and producing competent teachers. The study consists of 75 teaching staff of the school of Vocational and Technical Education selected from 5 departments. The instrument used for data collection is a 4-likert scale questionnaire on the impact of Quality Assurance Unit on Teachers' Efficiency and Productivity. Survey research design is adopted for the study and means scores are used for research questions while Chi-square is used for research hypotheses using SPSS version 20.0. There is no significant effect of Quality Assurance Unit of F.C.E. Pankshin on teachers' professional competence of the school of Vocational and Technical Education with p value of 0.083 greater than level of significance 0.05. The result revealed that teachers have not been going for regular workshops and conferences which can ultimately improve their efficiency and productivity towards maintaining a good standard and producing competent graduates for the future. Recommendations were made among which includes that The Quality Assurance Unit should ensure that mechanism for mentor/mentee relationships are put in place in all the departments involved in Technical and Vocational programmes.*

*Keywords: Quality, Quality Assurance, Technical and Vocational Education*

**Introduction**
Everyone desires the best in life but getting the best requires a lot of sacrifices which includes discipline, sleeplessness etc. Everyone values quality in all endeavours: cars, food, health care, higher education etc. This is one of the reasons that prompted Federal Government to establish Quality Assurance Unit in tertiary institutions like ours. Quality Assurance for higher education in the world is a continuous process of adjustments, reflections, and reforms. Liz Reisberg, (2010) says that the process of adjustments begin with one step at a time with each institution building on the lessons learned from its own experience. But do institutions really achieve their goals and objectives set out? This is what this paper set to investigate in the case of Nigerian educational institutions, with specific reference to the Federal College of Education, Pankshin. The singular concern of this paper is to carry out an assessment of the Quality Assurance Unit of the College and to ascertain the impact they make on the system.

## Statement of the Problem

One of the roles of Quality Assurance Unit in every College of Education is to maintain the Minimum Standards of NCCE. How a country can achieve economic diversification is dependent on the state of peoples' engagement in the economic sector. Technical and Vocational Education programme as problem solving subjects have greatly influenced the state of mind of those who engaged in it. Therefore, attempts at increasing the involvement of Quality Assurance Unit towards maintaining a high standards in Technical and Vocational Education programmes become paramount towards achieving economic diversification of a country. Technical and Vocational Education programmes are courses run in the Colleges of Education with practical oriented courses that require a lot of resources e.g. human, finances and materials especially with the recent increase in population of students. In order to eliminate unemployment and maintain a good standard in these programmes, Quality Assurance Unit in every College of Education must play a great role otherwise, the primary objectives of Technical and Vocational Education will end in shambles.

## Objectives of the study

The objectives of the study are:
1) To examine the Quality Assurance Unit of Federal College of Education Pankshin in terms of how it maintains periodic internal mock accreditation.
2) To find out how proper mentoring of the teaching staff of the School of Vocational and Technical Education, Federal College of Education, Pankshin is being carried out.
3) To identify how Quality Assurance Unit of F.C.E. Pankshin improves the professional competence of the teaching staff of Vocational and Technical Education.

## Research Questions

The following were the research questions raised for the study:
1) How does the Quality Assurance Unit of F.C.E. Pankshin organize periodic internal mock accreditation?
2) How does the Quality Assurance Unit of F.C.E. Pankshin conduct proper mentoring of teaching staff in Technical and Vocational programmes?
3) What mechanisms are put in place by the Quality Assurance Unit of F.C.E. Pankshin to improve professional competence of teaching staff in Technical and Vocational Education programmes?

## Hypotheses

The following null hypotheses were formulated for this study:
1) There is no any significant effect of Quality Assurance Unit of F.C.E. Pankshin on teaching staff mentorship of the school of Vocational and Technical Education.
2) There is no any significant effect of Quality Assurance Unit of F.C.E. Pankshin on teachers' professional competence

## Scope of the study

This study is delimited to the impact of Quality Assurance Unit of F.C.E. Pankshin on teachers' efficiency and productivity of Technical and Vocational Education programmes. Mainly, the work is based on the opinion of staff of the School of Vocational and Technical Education, Pankshin because it is a School that is practically oriented in nature in order to test the standardization of the programme for the sustainability of the societal goals.

## Significance of the study

This study is significant to the School of Vocational and Technical Education and Quality Assurance unit of Federal College of Education Pankshin because the outcomes of the research will awaken the Unit to realize its impact on the productivity of the staff.

The outcome of the research will enable the College to weigh the performances of the teaching staff to see whether it is meeting up with the NCCE Minimum Standards.

The outcome of the research will enable the teachers to put in their best in order to maintain a good standard in the school of Vocational and Technical Education so as to produce competent students that will be self employed.

## Literature Review
## Conceptual Clarifications
## Quality

Everyone celebrates a winner, someone successful in academic, athletic, etc. is celebrated for good performance. No one listens to the story of a failure. For a country to develop, she must be awaken to some factors that can make her stand out among others, that is, setting a goal to achieve. It is on the above idea that Uvah (2005) describes quality as degree of excellence and as a level of value in a product. To him, it is perceived as the measure of effectiveness, efficiency and satisfaction. It is a degree of standard for evaluating products. The standard of services and products are compared with others to know how good or bad they are. Thus, quality is considered to be something good and worth having. Kidombo (2008) in his view maintains that quality reflects in an organization's policy statements, attitude of staff, management and training of staff.

Adegbesan (2011) argues that quality is not just a feature of a finished products or services, but includes the reduction of wastage and level of productivity. With regards to Technical and Vocational Education programme, quality is viewed to be judged by both its ability to enable the students perform well in standard examinations and relevance to the needs of the students, community and the society as a whole. Still on quality in Technical and Vocational Education, Adebayo (2007) maintains that quality is the basis of effectiveness and efficiency of teachers in the classroom situation, and how prepared they are to meet the challenges of the students and their societies. What then is quality assurance?

## Quality Assurance

The above discussed quality to be setting of high standard in order to promote effectiveness and efficiency of teachers in the classroom situation and meeting the challenges of the students and their society at large. The term quality assurance refers to "systematic, structured and continuous attention to quality in terms of quality maintenance and improvement" (Vroeijenstijn, 1995a). To him quality assurance has to be a process of "self-regulation".

Quality assurance is a general philosophy that displays all aspects of a system's activity. It is the establishment of standards in various processes and activities that lead to the attainment of quality result. Maduewesi and Onyeachu (2010) view quality assurance as a process of ensuring that good standard is ensured. It is a systematic way of ensuring good and high standard of performance in any organisation. It is a mechanism that lays down exactly how the process in the system should be maintained in high standard. The combination of these attributes makes provision for quality assurance in Technical and Vocational Education programmes a must to implement so as to achieve a high standard.

Igborgbor (2012) says quality assurances are all the measures taken to ensure that the educational system is better achieved to meet the needs of each society. In the view of Kontio (2012), quality assurance means all the procedures, processes and systems that support and develop the education and other activities of the higher education. Since quality assurance has to do with a better way of improving educational system to meet the needs of the society, then, what is the role of Vocational and Technical Education in our society.

## Technical and Vocational Education

There are many definitions on Technical and Vocation Education given by many scholars which always pointed to a means of skill acquisition in order to make an individual to be self reliant. In line with this, Federal Government of Nigeria (2004) defines Technical and Vocational Education as a comprehensive term referring to those aspects of the educational process involving in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understandings and knowledge relating to occupations in various sectors of economic life. Usman and Abdullahi (2013) state that Technical and Vocational Education is an integral part of general education; preparing for occupational fields and effective participation in the world of work; a long life learning and preparation for responsible citizenship and a method of alleviating poverty. In addition, Audu, Yusri, Muhammad and Ali (2013) describe it as the academic and vocational preparation of students for jobs involving applied science and modern technology. To crown it all, it is an education that makes someone to be gainfully employed as a skilled worker or technician.

## Objectives of Technical and Vocational Education

The primary objectives of Technical and Vocational Education as highlighted by Osuala (1995)

1) To provide technological literacy to all learners that is, to prepare every learner for life in a technological age;
2) To help develop the right attitude towards work and the habits of mind conducive to proffer the use of technology;
3) To provide adequate technological orientation and prepare for advancement into professional status;
4) To equip school learners with skills to earn a living;
5) To stimulate and encourage creativity; and
6) To provide the awareness that technology does not only solve problems as well.

All these objectives summarise in ensuring that workforces are created among the youths in order to make them productive and contribute meaningfully to the society and nation at large.

## The purpose and role of Internal Quality Assurance Units of Federal College of Education, Pankshin

The following are the roles of Quality Assurance Unit as stated in its guidelines:

i) Provide guidance and support to other units in Quality Assurance activities in the institution
ii) Support and promote the attainment of NCCE Minimum Standards.
iii) Periodically organize internal mock accreditation.
iv) Ensure quality of internal institutional data – collection, analysis, dissemination – for management purposes
v) Ensure institution conducts regular self-assessments of programmes (strengths and weaknesses)

vi) Ensuring that the College regularly updates self-assessment document
vii) Act as liaison with NCCE on quality assurance issues in the institution.
viii) Serve as the co-ordinating organ of the institution in matters of logistics during external assessments
ix) Monitoring teaching
x) Report to the Management on a monthly basis or as need arises
xi) Provide information to the public and other interested partners about quality and standards
xii) Review external examiners reports and advise relevant action/implementation by the Management, Deans and HODs.
xiii) Coordinate tracer studies on the graduates of the institution
xiv) Perform any other functions as may be required

If all the above roles were properly carried out, it is expected that the College will meet up with the NCCE Minimum Standards if otherwise, there will be problems.

## Methodology

For this study, survey research designed was adopted. The population of the study was all the teaching staff of the school of Vocational and Technical Education, Federal College of Education, Pankshin. The population comprised 75 teaching staff used as the sample size for this study. Four point likert scale questionnaire was designed for this study with the responses as: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (DA). It was distributed to 75 respondents but only 70 were retrieved. The questionnaire was administered personally by the researchers to the respondents which was retrieved a day after given. The results were analysed using Statistical Package for Social Sciences (SPSS) version 20.0 for windows. Mean was used to test research questions and Chi-square to test the research hypotheses

The researchers maintained a criterion for evaluating the mean score for each statement in the questionnaire to be 2.5 which connotes that if the mean score associated with a particular statement in the questionnaire is equal or greater than 2.5, that statement would be accepted as having effect on it, while the reverse is the case if the mean score associated with the particular statement is less than 2.5.

## Decision Rule for the null hypotheses

The null hypotheses would be accepted if p value is greater than the level of significant value of 0.05. That is, insignificant to the study while the null hypotheses would be rejected if p value is less than the level of significant value of 0.05, that is, significant.

## Analysis of Data and Findings
## Research Question 1

How does the Quality Assurance Unit of FCE Pankshin organize internal mock accreditation?

**Table 1:** Mean of respondents on how the Quality Assurance Unit of FCE Pankshin organise internal mock accreditation.

| S/No | Item | Mean | Decision |
|------|------|------|----------|
| 1. | I always see some group of persons coming around to interrogate me on my lesson delivery | 2.43 | Rejected |
| 2. | We always exhibit our students' products/projects once in a session | 2.67 | Accepted |
| 3. | We always get feed-back on presented semester results | 3.00 | Accepted |
| 4. | I am taking up to 6 courses per semester across NCE 1 – 3 | 2.21 | Rejected |
| 5. | I am taking 3 courses across NCE 1 – 3 | 2.71 | Accepted |

**Source:** Survey, September, 2017

The table presents the frequency, mean on how the Quality Assurance Unit of FCE Pankshin organise internal mock accreditation. Five item questions were presented to the respondents, three were accepted which included, exhibition of the students' products/projects, feed-back on presented semester results and taking of 3 courses across NCE 1 – 3. These yielded mean scores of 2.67, 3.00 and 2.71 respectively.  While two were rejected which included, interrogation of lesson delivery and taking up to 6 courses per semester across NCE 1 – 3 with mean scores of 2.43 and 2.21 respectively?  This implies that periodic mock accreditation exercises are being observed directly or indirectly by the Quality Assurance Unit of F.C.E. Pankshin.  Eaton, (2004) says that accreditation of both programmes and institutions in United States are the main quality assurance method which is in line with the work under study. He says further that accrediting organisations also undergo a periodic external review based on specific standards, which is known as 'recognition'.

**Research Question 2**
How does the Quality Assurance Unit of FCE Pankshin mentor the teaching staff of Vocational and Technical Education?

**Table 2:** Mean of respondents on how the Quality Assurance Unit of FCE Pankshin mentor the teaching staff of Vocational and Technical Education.

| S/No | Item | Mean | Decision |
|------|------|------|----------|
| 1. | I am attached to a senior colleague to inspect my teaching | 2.07 | Rejected |
| 2. | I always submit my questions to a senior colleague to go through | 3.00 | Accepted |
| 3. | I am always being guided on type of method(s) to be used in making teaching and learning effective | 2.57 | Accepted |
| 4. | I always engage in team teaching with my senior colleague | 2.50 | Accepted |

**Source:** Survey, September, 2017

The table presents the frequency, mean on how the Quality Assurance Unit of FCE Pankshin mentors the teaching staff of Vocational and Technical Education. Four item

questions were presented to the respondents, three were accepted which included, submission of questions to senior colleagues, guarded on type of methods to be used in teaching and learning and engaged in team teaching with seniors colleagues with mean scores of 3.00, 2.57 and 2.5 respectively while one was rejected which included, attached to senior colleagues to inspect teaching with mean score of 2.07. This implies that mentorship exercises were being put in place in order to improve the quality standard of its Technical and Vocational programmes of F.C.E. Pankshin. Horshurgh, (1999); Harvey, (2002) say that many other factors completely outweigh the impact of external quality monitoring on student learning. Newton, (2000) argues that where there are positive changes to the student learning experience have taken place; these are not necessarily directly attributable to the existence of a quality assurance system.

**Research Question 3**

What mechanisms are put in place by the Quality Assurance Unit of FCE Pankshin to improve Teachers' professional competence in Vocational and Technical Education?

**Table 3:** Mean of respondents on mechanisms put in place by the Quality Assurance Unit of FCE Pankshin to improve Teachers' professional competence in Vocational and Technical Education.

| S/No | Item | Mean | Decision |
|------|------|------|----------|
| 1. | I always go for a workshop every semester | 1.86 | Rejected |
| 2. | I am always being sponsored every semester to attend a conference | 1.57 | Rejected |
| 3. | Opportunity to go for further training is available | 3.21 | Accepted |

**Source:** Survey, September, 2017

The table presents the frequency, mean on mechanisms put in place by the Quality Assurance Unit of FCE Pankshin to improve teachers' professional competence in Vocational and Technical Education. Three item questions were presented to the respondents, two were rejected which included, attending workshop every semester and being sponsored to attend conference with mean scores of 1.86 and 1.57 respectively while one was accepted which included, opportunity to go for further training with mean score of 3.21. This implies that there was only one way of improving the professional competence of teaching staff of Technical and Vocational programme.

Bassey and Archibong (2001) say that retraining of existing teachers to update their knowledge or create awareness at a general level and highlight new ideas to the various subjects are some of the ways of assuring quality in education since Technical and Vocational programmes make use of modern technologies equipment. This agrees with teachers professional competence, that is, opportunity to go for further training is available with mean score of 3.21.

**Testing of Hypotheses**

**Hypothesis 1:** There is no any significant effect of Quality Assurance Unit of F.C.E. Pankshin on teaching staff mentorship of the school of Vocational and Technical Education.

**Table 4:** Effect of Quality Assurance Unit of F.C.E. Pankshin on teaching staff mentorship of the school of Vocational and Technical Education

|  | Value | Df | Asymp. Sig. (2-sided) | Decision |
|---|---|---|---|---|
| Pearson Chi-Square | 12.000[a] | 9 | .213 | |
| Likelihood Ratio | 11.090 | 9 | .270 | Accepted |
| Linear-by-Linear Association | 3.000 | 1 | .083 | |
| N of Valid Cases | 4 | | | |

The result in table 4 showed that p value 0.213 is greater than the level of significant 0.05, thus the null hypothesis was accepted. Thus, it implies that there is no significant effect of Quality Assurance Unit of F.C.E. Pankshin on teaching staff mentorship in the school of Vocational and Technical Education.

**Hypothesis 2:** There is no any significant effect of Quality Assurance Unit of F.C.E. Pankshin on teachers' professional competence.

**Table 5:** Effect of Quality Assurance Unit of F.C.E. Pankshin on teachers' professional competence

|  | Value | Df | Asymp. Sig. (2-sided) | Decision |
|---|---|---|---|---|
| Pearson Chi-Square | 3.000[a] | 1 | .083 | |
| Continuity Correction[b] | .188 | 1 | .665 | Accepted |
| Likelihood Ratio | 3.819 | 1 | .051 | |
| No. of Valid Cases | 3 | | | |

The result in table 4 showed that p value 0.083 is greater than the level of significant value 0.05, thus the null hypothesis was accepted, and that is, there is no significant effect of Quality Assurance Unit of F.C.E. Pankshin on teachers' professional competence in the school of Vocational and Technical Education.

**Discussion of Findings**

Discussions are done in this section in line with three cardinal questions raised to guide the research:

**Research Question 1:** How does the Quality Assurance Unit of FCE Pankshin organize internal mock accreditation?

Five items from the questionnaire that are considered germane to teaching content assessment during accreditation visits were raised. Three questions positive to good ratings at accreditation were accepted as being in order in line with the workings of the Quality Assurance Unit of FCE Pankshin. In this regards, teachers consented to consistent exhibition of students' products/projects; getting feedbacks regularly on presented semester results; and not taking more than three courses across NCE 1 – 3 per semester. Close to this is the

rejection of a negatively set item which sought to know if teachers were overloaded by taking up to six courses per semester. Results to this research question suffered a setback only in the singular question item that sought to find out whether teachers were regularly interrogated on their lesson deliveries. Rejection of this suggests that teachers in Technical and Vocational Education programmes of FCE Pankshin are on their own when it comes to lesson delivery without any measure put in place by the Quality Assurance Unit of the College to monitor their efficiency and efficacy.

**Research Question 2:** How does the Quality Assurance Unit of FCE Pankshin mentor the teaching staff of Technical and Vocational Education programmes?

Four question items investigated how the Quality Assurance Unit of FCE Pankshin ensures that mentoring is on-going among teachers in Technical and Vocational Education programmes. Three out of the four viz: submitting questions for vetting by a senior colleague; being guided on the method(s) to be used to make teaching effective; and engaging in team teaching of courses were responded to positively.

However, it was discovered that the question item that sought to find out concretely whether teachers were attached to senior colleagues specifically to establish a formal mentor/mentee relationship received generally negative responses which then made it rejected. In essence, there is no formal arrangement in place to establish among teachers in Technical and Vocational Education programmes mentor/mentee relationship and the Quality Assurance Unit of the College seem not to be doing anything about it. The situation then is that which promotes equality of all animals, even when some by status and experiences are supposed to be more equal than the others; and should therefore serve as mentor.

**Research Question 3:** What mechanisms are put in place by the Quality Assurance Unit of FCE Pankshin to improve Teachers' professional competence in Technical and Vocational Education programmes?

Three question items sought to check on the mechanisms put in place by the Quality Assurance Unit of FCE Pankshin to improve teachers' professional competence. Two out of the three were met with negative responses. Teachers in Technical and Vocational Education programmes do not participate in workshops at least on semester basis and they are not sponsored on conferences accordingly. However, the question item on opportunity to go for further training elicited more positive responses

**Summary, Conclusion and Recommendations**
**Summary and Conclusion**

The study has proved that Quality Assurance Unit has in so many ways enhanced the efficiency and productivity of the teachers of Technical and Vocational Education programmes but still lack in some places like improper monitoring of lesson delivery, irregular workshops and conferences and finally lack of formal mentoring by senior colleagues. However, there are evidences of collaboration among teachers, effective supervision in terms of results' presentation and opportunities for further training.

There is a need to ensure that an institution maintains good standard in order to achieve its laid down objectives and produce competent graduates' which will be useful for the society and Nigeria at large. Lack of proper funding of the programme for conducting periodic accreditation; for the teachers to attend regular workshops and conferences may render teachers incompetent. Also, over population of students is another issue that require immediate attention of the Quality Assurance Unit, if students are expected to become self-

reliant or self-employed.

**Recommendations**
The following were some of the recommendations proffer for this study:
1) The Quality Assurance Unit should ensure that mechanism for mentor/mentee relationships are put in place in all the departments involved in Technical and Vocational programmes so that newly employed teachers could be checked on the job to maintain good standards.
2) The Quality Assurance Unit of F.C.E. Pankshin should co-ordinate with the Management to ensure that teaching staff go for regular workshops and conferences in order to update their knowledge. Efforts could be made to organize in-house workshops on different areas of professional practices.

From the results of this study, it can be inferred that Quality Assurance Unit of F.C.E. Pankshin has great role to play if the College must achieve its objectives by ensuring prompt feed-back on semester results presented, improving on exhibition of students projects, ensuring standard questions being set, encouraging team teaching with the senior colleagues and encouraging further retraining for the teachers in order to update their knowledge.

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