



## **Influence of Quality Assurance Strategies on Administrative Effectiveness in Federal Universities in North West, Nigeria**

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### **Abstract**

This study examined influence quality assurance strategies on administrative effectiveness in federal universities in North West, Nigeria. The study adopted a correlational survey research design. The population comprised 7,118 participants (6,912 lecturers and 206 administrators). 365 participants were proportionately selected across five sampled federal universities. Data were collected through two researcher-developed instruments named: Quality Assurance Rating Scale (QASRS) and Administrative Effectiveness Rating Scale (AERS). The instruments were validated, with content validity indexes of 0.89 for QASRS and 0.79 for AERS. Reliability was established using test-retest method at two-weeks interval, yielding coefficients of 0.85 and 0.89 for QASRS and AERS respectively. Data were analyzed using inferential statistics of Pearson Product Moment Correlation Coefficient (PPMCC). Findings also showed statistically significantly positive relationship between quality assurance strategies (quality infrastructural resources, teacher quality) and administrative effectiveness in federal universities in North West Zone, Nigeria. Part of the recommendations stated that Universities should prioritize the development and maintenance of infrastructural resources, as these significantly influence administrative effectiveness. Management should ensure the provision of adequate classrooms, laboratories, ICT facilities, libraries and functional administrative offices. Universities should improve teacher quality through continuous professional development and strict recruitment standards. Qualified and competent academic staff should be recruited, while existing staff should be regularly trained on pedagogical skills, curriculum delivery, and classroom management. Strengthening teacher quality will enhance instructional delivery, ensure compliance with academic standards, and indirectly improve administrative coordination and effectiveness. Institutions should also establish performance appraisal systems to monitor and reward teaching excellence.

**Keywords:** Quality Assurance Strategies, Administrative Effectiveness, Federal Universities

### **1. Introduction**

Education has been recognized as an instrument for sound economic, social, political and technological development of any nation and quality university education has been associated with national development. Okebukola (2021) noted that universities are the engine rooms for the production of knowledge that drives development of nations. Without any doubt, it has been generally accepted that administrative effectiveness in universities is critical for achieving institutional goals, and it encompasses a variety of interconnected functions: efficient resource management, robust policy implementation, staff supervision and development, continuous monitoring and evaluation, clear strategic planning and goal setting, high-quality decision-making, effective communication and coordination, and proactive problem-solving and conflict resolution. For instance, resource allocation must be optimized to support both academic and administrative activities, while policies

need to be implemented in ways that align with institutional strategy and are regularly assessed for impact (Egwuragwu & Onyekwu, 2023). Leaders also need to supervise and develop staff to ensure they remain capable of delivering on the university's mission, and this supervision must be reinforced by monitoring systems that evaluate performance regularly. Strategic planning provides the roadmap for future growth, but its success depends on good decision-making and coordination among diverse university stakeholders (Habeeb & Eyüpoglu, 2024; Egwrangu & Onyekwu, 2023).

Universities globally face increasing pressure to deliver high-quality education and research outcomes despite limited resources. Administrative effectiveness, particularly efficient resource management, is therefore critical. Inefficient management of finances, facilities, and human resources can erode institutional performance and compromise student experience (Álvarez-Sández, et al., 2023). As universities grow and diversify, their administrative processes become more complex, so optimizing resource allocation and streamlining operations has become a priority.

Quality assurance strategy in education refers to the

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systematic processes, policies, and practices implemented to maintain, monitor, and improve the standards of teaching, learning, and institutional performance. It ensures that educational institutions meet established benchmarks for academic excellence, stakeholder satisfaction, and societal relevance. Quality assurance is not limited to compliance with regulations but extends to fostering a culture of continuous improvement and accountability in schools and universities (Akinola & Ojo, 2023). In educational institutions quality assurance can be categorized into internal and external aspects (Timbi-Sisalime et al (2022). Internal evaluation is the one conducted in the school, while external evaluation is the one carried out by accredited external evaluators. These two must harmonize each other. Quality assurance in federal universities includes programme accreditation, internal quality assurance units, staff recruitment, development and infrastructure management. Essentially, it integrates evaluation, monitoring, and capacity-building mechanisms to guarantee that learning outcomes and institutional objectives are consistently achieved. Quality assurance strategies include the following; student support systems, infrastructure and resources, teacher quality, teaching learning process and quality instructional supervision.

The availability and adequacy of infrastructure and resources are vital to ensuring quality in educational institutions. Quality assurance strategies emphasize that learning facilities, libraries, laboratories, classrooms, and technological tools must meet required standards to facilitate effective instruction (Okoro & Eze, 2023). Well-equipped institutions enable both teachers and students to engage meaningfully in the teaching-learning process. Moreover, regular assessment of physical and technological resources ensures they are functional, safe, and aligned with modern pedagogical practices. Institutions with robust infrastructure tend to exhibit higher academic performance and institutional credibility.

Teacher quality remains a cornerstone of any quality assurance strategy, as teachers directly influence student learning outcomes and institutional effectiveness. Teacher quality encompasses qualifications, professional competence, pedagogical skills, and continuous professional development. Research indicates that institutions investing in teacher training, mentoring, and appraisal systems achieve superior instructional performance and student success (Obi & Chukwu, 2022). Quality assurance mechanisms ensure that educators are not only qualified but also committed to adopting innovative and evidence-based instructional practices. Considering the importance of quality assurance practices in university education, it is pertinent to carry out a study that would evaluate its usage on administrative effectiveness in universities.

### 1.1 Statement of the Problem

The 2024 NUC bulleting highlights deficits in facilities for teaching and learning and deficits in academic staff

quality which adversely affect administrative effectiveness in North West, Nigeria. Quality assurance strategies are formally mandated to enhance institutional performance in Nigerian universities, addressing this research gap will provide evidence-based insight into leadership and quality frameworks that can strengthen administrative performance in federal universities. Furthermore, the gap identified by the researcher was that previous related studies on quality assurance practices in Nigerian university education failed to consider quality assurance strategies in form of infrastructure and teacher quality, taken together for relationship test with administrative effectiveness. Therefore, this study sought to examine influence of quality assurance strategies on administrative effectiveness in federal universities in North West, Nigeria.

### 1.2 Objectives of the Study

The purpose of this study is to examine influence of quality assurance strategies on administrative effectiveness in federal universities in North West, Nigeria. The specific objectives are to find out :

1. The relationship between infrastructural resources and administrative effectiveness in federal universities in North West, Nigeria.
2. The relationship between teacher quality and administrative effectiveness in federal universities in North West, Nigeria.

### 1.3 Research Hypotheses

The following hypotheses were formulated and tested at .05 level of significance

H<sub>01</sub>: There is no significant relationship between quality infrastructural resources and administrative effectiveness in federal universities in North West, Nigeria.

H<sub>02</sub>: There is no significant relationship between teacher quality and administrative effectiveness in federal universities in North West, Nigeria.

## 2. Theoretical Framework

### 2.1 Total Quality Management (TQM) Theory

The origins of TQM are often attributed to Edwards Deming, who in the 1950s and 1980s developed principles emphasizing quality control, statistical process management, and continuous improvement in organizations (Deming, 1986). Deming's philosophy was later popularized and applied to various sectors, including education, as a tool for fostering organizational efficiency, reliability, and excellence. His principles form the foundation of modern quality assurance practices. Total Quality Management (TQM) is a comprehensive management philosophy that emphasizes continuous improvement, stakeholder satisfaction, and process optimization across all organizational activities. In education, TQM provides a

framework for enhancing institutional quality, monitoring academic standards, and ensuring the efficient use of resources (Akinola & Ojo, 2023). By focusing on systematic processes, TQM enables universities to improve teaching, learning, and administrative outcomes, which are critical for achieving organizational effectiveness.

In universities, stakeholders include students, faculty, staff, and external regulatory bodies. Applying TQM ensures that teaching, administrative, and research processes meet defined quality standards and contribute to institutional effectiveness (Oakland, 2020). TQM theory is based on several key assumptions:

1. Quality is the responsibility of all members of the organization.
2. Continuous improvement is essential for organizational success.
3. Processes, not individuals, are the primary source of inefficiencies.
4. Customer (student and stakeholder) satisfaction is paramount.
5. Effective communication and teamwork are critical for quality improvement.
6. Measurement, feedback, and evaluation are necessary for maintaining standards (Deming, 1986; Akinola & Ojo, 2023).

One of the central tenets of TQM is continuous improvement. University administrators implementing continuous improvement regularly evaluate academic programmes, administrative procedures, and service delivery. This approach ensures that gaps in instructional leadership and quality assurance are identified and addressed promptly, enhancing administrative effectiveness and institutional outcomes (Ojo & Alabi, 2022). In terms of administrative effectiveness, TQM equips university administrators with strategies to manage resources efficiently, monitor staff performance, and implement policies that optimize operational outcomes. By fostering a culture of continuous improvement, leadership commitment, and stakeholder engagement, TQM enhances institutional decision-making, accountability, and overall effectiveness (Ojo & Alabi, 2022; Okoro & Eze, 2023).

### 3. Review of Related Literature

Education is now globally recognized as an instrument for national development, therefore one of the ways of making Nigerian university education system feasible is by constantly integrating quality assurance strategies into all inputs or processes, such as physical facilities, instructional resources, human resources, inspection and supervision and capacity building of teachers (Ifeoma, 2024; Sulyman & Adebayo, 2022). Unless adequate attention is persistently given to quality assurance in Nigerian federal universities; the hope of realizing qualitative education at this level is at risk. Precisely administrative effectiveness in universities

refer to the ability of institutional leaders and managers to utilize available resources, implement policies and coordinate activities in a manner that university goals can be efficiently achieved. It encompasses the competence of university administrators in facilitating teaching, research and community engagement while ensuring compliance with regulatory framework and quality standards (Adeyemi & Balogun, 2023).

Infrastructural resources constitute the physical backbone that supports teaching, learning, research, and administrative operations (Ogunode & Ibrahim, 2024). Without adequate infrastructure, institutions struggle to deliver on their academic and administrative mandates. In many Nigerian public universities, including federal institutions, inadequate infrastructure remains a persistent challenge. As noted by Atobauka and Ogunode (2021), public universities are plagued by infrastructural deficits arising from underfunding, corruption, poor maintenance, increasing student population, and poor planning. Atobauka and Ogunode documented that infrastructural deficits lead to poor quality of education, low staff and student morale, strikes, poor performance, overcrowding, and administrative inefficiency. Such challenges often result in delays in academic schedules, poor records management, increased workload on staff, and institutional instability.

The quality of teaching staff is widely regarded as a critical institutional resource in higher education. Teacher quality often conceptualized in terms of professional competence, integrity, accountability and ethical conduct that shapes not only students' learning outcomes but also the broader institutional performance, including administrative effectiveness. Effective academic staff performance reduces administrative burdens, such as frequent corrections, rework, disciplinary issues, thereby enhancing administrative effectiveness. In this regard, teacher quality interacts with institutional quality assurance systems. As Okodugha (2024) noted, constraints in manpower quality and quality assurance in higher education remain a challenge indicating that teacher quality must be supported by strong quality assurance frameworks to yield intended institutional outcomes. Without proper quality assurance, even high-quality teachers may be hampered by systemic weaknesses, undermining administrative effectiveness.

Daianne, Rowell and Castro (2025) examined the role of infrastructure and student satisfaction in higher education: inputs for campus development plan in Philippines. Findings indicated that aspects of infrastructure such as library cleanliness, efficient student portals, medical services, and grievance handling correlate with higher student satisfaction, whereas deficiencies in Wi-Fi reliability and restroom conditions explained dissatisfaction and uneven academic experiences. The conclusion highlighted that quality infrastructural resources enhance student satisfaction and support administrative effectiveness by

facilitating smoother academic processes and engagement. Based on these results, the study recommended targeted infrastructure upgrades (e.g., improved digital connectivity, standardized facilities maintenance, and equitable distribution of support services) to strengthen the learning environment and institutional responsiveness to student needs.

Adeoye and Mohammed (2020) conducted a study titled quality infrastructural resources and administrative effectiveness in federal universities in south-west Nigeria. The study had three objectives, three research questions and three null hypotheses, and adopted a correlational survey design. Findings revealed that the quality of infrastructural resources in federal universities in South-West Nigeria significantly influences administrative effectiveness. Specifically, well-maintained classrooms, functional office facilities, reliable utilities, and robust ICT infrastructure were positively associated with improved planning, coordination, supervision, and overall administrative operations. The study highlighted that deficiencies or delays in infrastructure provision negatively impacted workflow efficiency, decision-making, and staff productivity, underscoring the critical role that adequate physical and technological resources play in university administration. Based on these findings, the study concluded that high-quality infrastructure is a vital enabler of effective administration in federal universities.

Adeyemi (2018), examined teacher quality indicators and administrative effectiveness in federal universities in south-west Nigeria. The study investigated the link between lecturers' academic qualifications, pedagogical competence and administrators' effectiveness using three objectives, three research questions and two hypotheses. Findings revealed that teacher quality measured through academic qualifications, pedagogical competence, and professional conduct has a significant positive impact on administrative effectiveness in federal universities in South-West Nigeria. Specifically, lecturers with higher qualifications and strong teaching competencies were associated with more efficient planning, supervision, and service delivery within university administration. The study highlighted that well-qualified and pedagogically competent staff contribute not only to improved teaching outcomes but also to smoother coordination of administrative processes, enhanced decision-making, and overall institutional efficiency.

Ibrahim and Tanko (2021) examined teacher qualification and administrative productivity in federal universities in north-west Nigeria. The study was guided by four objectives, four research questions, and two hypotheses. Findings revealed a significant positive relationship between teacher qualifications and administrative productivity in federal universities in North-West Nigeria. Lecturers with higher academic credentials demonstrated enhanced competence in key

administrative areas such as policy formulation, supervision of staff and students, and effective conflict management. The study highlighted that academic qualification not only strengthens individual teaching capacity but also equips staff with critical analytical and organizational skills that translate into more efficient administrative and improved institutional outcomes. In conclusion, the study emphasized that advanced teacher qualifications are a vital determinant of administrative effectiveness.

#### 4. Methodology

This study employed a quantitative research of descriptive survey design with questionnaire as the primary instrument for data collection. The population of this study comprised of all the lecturers and administrators of federal universities in North-West Zone, Nigeria. Total population for this study comprised 7,118 participants (Lecturers=6912 and Administrators=206) across the identified seven federal universities in North West, Zone in Nigeria, these includes, Jigawa state, Kebbi state, Katsina state, Kano state, Kadua state, Sokoto state and Zamfara state. Precisely proportionate sampling technique was used to select 365 participants (Lecturers and Administrators) across the five sampled Federal Universities. Researchers Advisor (2006) was used as guide to determine the sample size for the study. Two researcher developed instruments were used for data collection. The instruments are captioned as follows; (i) Quality Assurance Rating Scale (QASRS), (ii) Administrative Effectiveness Rating Scale (AERS). Precisely, reliability indexes of 0.85 and 0.89 were established for QASRS and AERS respectively. Inferential statistics of Pearson Product Moment Correlation Coefficient (PPMCC) was used to test research hypotheses at .05 level of significance.

#### 5. Results and Discussion of Findings

**Research Hypothesis One:** There is no significant relationship between provision of quality infrastructural resources and administrative effectiveness in federal Universities in North West, Nigeria.

The result presented in table 1 shows a strong and statistically significant positive relationship between quality infrastructural resources and administrative effectiveness, with  $r(365) = .922^{**}$ ,  $p < .05$ . This finding underscores the significant association between quality infrastructural resources and administrative effectiveness as the p-value (.000) is below the threshold of 0.05 level of significance. Therefore, the null hypothesis ( $H_{01}$ ), which posited that no significant relationship exists between quality infrastructural resources and administrative effectiveness, is rejected. The implication of this finding is that the availability and quality of infrastructural resources are critical determinants of administrative effectiveness in federal universities in the North West, Nigeria, indicating that institutions with well-developed facilities such as classrooms, laboratories, ICT infrastructure, and

Table 1: Pearson Product Moment Correlation statistics showing relationship between Quality Infrastructural Resources and administrative effectiveness in federal Universities in North West Zone, Nigeria

| Variables                         | N   | Mean | S.Deviation | r-Cal  | p-Value | Decision                |
|-----------------------------------|-----|------|-------------|--------|---------|-------------------------|
| Quality Infrastructural Resources | 365 | 3.08 | .957        | .922** | .000    | H <sub>0</sub> Rejected |
| Administrative Effectiveness      | 365 | 3.08 | .958        |        |         |                         |

Source: Field Work, 2026

(α= .05)

Table 2: Pearson Product Moment Correlation statistics showing relationship between Teacher Quality and administrative effectiveness in federal Universities in North West Zone, Nigeria

| Variables                    | N   | Mean | S.Deviation | r-Cal  | p-Value | Decision                |
|------------------------------|-----|------|-------------|--------|---------|-------------------------|
| Teacher Quality              | 365 | 3.05 | .987        | .912** | .000    | H <sub>0</sub> Rejected |
| Administrative Effectiveness | 365 | 3.06 | .966        |        |         |                         |

Source: Field Work, 2026

administrative buildings tend to operate more efficiently and effectively.

**Research Hypotheses Two:** There is no significant relationship between provision of teacher quality and administrative effectiveness in federal Universities in North West Zone, Nigeria.

The result presented in table 2 shows a strong and statistically significant positive relationship between teacher quality and administrative effectiveness, with  $r(365) = .912^{**}$ ,  $p < .05$ . This finding underscores the significant association between teacher quality and administrative effectiveness as the p-value(.000) is below the threshold of 0.05 level of significance. Therefore, the null hypothesis (H<sub>02</sub>), which posited that no significant relationship exists between teacher quality and administrative effectiveness was rejected. The implication of this finding is that teacher quality is a major contributor to administrative effectiveness in federal universities in the North West, Nigeria, indicating that institutions with highly qualified, competent, and professionally skilled teachers tend to experience stronger and more effective administrative performance.

## 6. Discussion of Findings

The finding from Table 1 indicates a statistically significant positive relationship between quality infrastructural resources and administrative effectiveness in federal universities in the North West Zone of Nigeria, suggesting that the availability, adequacy, and condition of physical facilities such as lecture halls, laboratories, libraries, ICT infrastructure, administrative offices, and utility services play a crucial role in determining how effectively university administration functions. This relationship implies that well-developed infrastructural resources enhance the efficiency of administrative tasks by improving communication systems, facilitating record-keeping, supporting decision-making processes, and ensuring

the smooth execution of academic and non-academic activities. Conversely, inadequate or poorly maintained infrastructure can create operational bottlenecks, reduce productivity, and weaken institutional coordination, thereby negatively affecting administrative effectiveness.

This finding aligns with the scholarly views of (Opaianne, Rowell and Castro (2025), that adequate infrastructural provision is fundamental to the effective functioning of educational institutions, as it creates the physical and technological environment necessary for efficient administration and teaching. They argues that without appropriate infrastructure, even well-designed administrative systems are likely to underperform due to operational constraints. Similarly, findings further connote the submission of Adeoye and Mohammed (2020) that school effectiveness is strongly influenced by material resources, noting that infrastructure provides the enabling conditions for both instructional delivery and administrative coordination. Furthermore, the statistically significant relationship suggests that while infrastructural resources are essential, their impact on administrative effectiveness is maximized when they are properly maintained, efficiently utilized, and integrated into institutional planning and management processes. This finding therefore underscores the need for sustained investment in educational infrastructure, as well as effective maintenance and management strategies to ensure long-term usability and functionality. It also highlights the importance of aligning infrastructural development with administrative needs and technological advancement to enhance institutional efficiency. Overall, the result emphasizes that quality infrastructural resources are a foundational requirement for achieving effective administration and sustainable development in federal universities.

Finding from Table 2 reveals a statistically significant positive relationship between teacher quality and

administrative effectiveness in federal universities in the North West Zone of Nigeria. This indicates that lecturers' competence, professionalism, academic qualifications, pedagogical skills, and commitment play a decisive role in shaping the effectiveness of university administration. In practical terms, improved teacher quality enhances institutional efficiency by promoting smoother academic operations, strengthening the implementation of institutional policies, and improving coordination between academic and administrative units. When lecturers are well-qualified and professionally competent, they are more likely to comply with academic regulations, deliver instruction effectively, and engage constructively with administrative processes, thereby contributing to overall institutional effectiveness.

This finding is corroborate with the position of Adeyemi (2018), that teacher quality is a central determinant of educational effectiveness, as highly skilled teachers enhance both institutional performance and organizational coherence. In the same vein, Darling-Hammond argues that well-prepared and competent teachers not only improve student learning outcomes but also strengthen system-wide functionality through professionalism, accountability, and instructional effectiveness. Similarly, integrate the submission of Ibrahim and Tanko (2021) that teacher expertise and instructional quality significantly influence institutional effectiveness, underscoring the link between effective teaching practices and broader organizational success. Hattie's synthesis further supports this finding by demonstrating that teacher quality has effects that extend beyond classroom learning to include institutional efficiency and administrative coordination. The implication of this statistically significant relationship is that deficiencies in teacher quality such as inadequate qualifications, weak pedagogical skills, or limited professional development can negatively affect administrative effectiveness by creating inefficiencies in academic planning, coordination, and policy implementation.

## 7. Conclusion

The need for effective administration in Nigerian federal universities cannot be overemphasized simply because it is very critical for achieving institutional goals in the area of teaching, research and community services. The study established that administrative effectiveness in federal universities is highly dependent on the quality assurance mechanisms. While current levels of implementation are low, the significant relationships and contributions identified suggest that improving infrastructural resources and teacher quality will substantially enhance institutional performance. The findings therefore emphasize the need for university administrators and policymakers to strengthen institutional quality assurance systems in a coordinated manner. By prioritizing teacher quality and investing in infrastructural support systems, universities in the North West can significantly improve their administrative effectiveness and achieve

higher standards of academic excellence and institutional efficiency.

## 8. Recommendations

Based on the findings of this study, the following recommendations were made:

1. Universities should prioritize the development and maintenance of quality infrastructural resources, as these significantly influence administrative effectiveness. Management should ensure the provision of adequate classrooms, laboratories, ICT facilities, libraries, and functional administrative offices. Improved infrastructure will enhance communication, data management, and overall efficiency in administrative processes, thereby supporting both academic and non-academic functions.
2. Universities should improve teacher quality through continuous professional development and strict recruitment standards. Qualified and competent academic staff should be recruited, while existing staff should be regularly trained on pedagogical skills, curriculum delivery, and classroom management. Strengthening teacher quality will enhance instructional delivery, ensure compliance with academic standards, and indirectly improve administrative coordination and effectiveness.
3. There is need for federal government through the National University Commission (NUC) to improve resource allocation for quality assurance processes in the federal universities in order to strengthening quality assurance compliance, with this strategy quality assurance measures can be properly implemented.

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