

INFLUENCE OF ACCREDITATION ON PROGRAMME STANDARDS IN NIGERIAN UNIVERSITIES

BY

[STUDENT'S FULL NAME]

[MATRIC NUMBER]

BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT,
FACULTY OF EDUCATION, UNIVERSITY OF LAGOS, AKOKA, LAGOS STATE

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE (B.Sc.)
DEGREE IN EDUCATIONAL MANAGEMENT

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Influence of Accreditation on Programme Standards in Nigerian Universities" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

PROJECT SUPERVISOR

Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

ACKNOWLEDGEMENT

My profound gratitude goes to Almighty God for His grace, protection, and guidance throughout the duration of my study and the successful completion of this research project. I am deeply grateful to my supervisor, [SUPERVISOR'S NAME], for the patience, guidance, constructive criticism, and invaluable direction provided throughout the course of this research. I also wish to appreciate the Head of Department, the lecturers of the Department of Educational Management, and my course mates for their support and friendship. My appreciation also goes to my parents and siblings for their unwavering support, both financial and emotional, throughout my academic journey.

ABSTRACT

This study examined influence of accreditation on programme standards in nigerian universities, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of influence; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with influence and accreditation. The study adopted a descriptive survey research design, anchored on the Systems Theory and the Human Capital Theory. A sample size of 406 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 396 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 3.19). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.577$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.81, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.17$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on influence.

TABLE OF CONTENTS

Title Page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Abstract	v
Table of Contents	vi
List of Tables	vii
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	7
1.4 Research Questions	7
1.5 Research Hypotheses	7
1.6 Significance of the Study	8
1.7 Scope and Limitation of the Study	11
1.8 Definition of Terms	13
CHAPTER TWO: LITERATURE REVIEW	14
2.1 Conceptual Review	14
2.1.1 Concept of Influence	14
2.1.2 Concept of Accreditation	15
2.1.3 Concept of Programme	17
2.2 Theoretical Framework	19
2.2.1 Systems Theory	19
2.2.2 Human Capital Theory	20
2.2.3 Transformational Leadership Theory	21
2.2.4 Goal-Setting Theory	22
2.3 Empirical Review	24
2.3.1 Early Studies on influence	24
2.3.2 Recent Nigerian Evidence on influence	26
2.3.3 Influence and accreditation	27
2.3.4 Comparative Perspectives across Africa	29
2.4 Summary of Literature Review	31
CHAPTER THREE: RESEARCH METHODOLOGY	32
3.1 Research Design	32
3.2 Population of the Study	32
3.3 Sample Size and Sampling Technique	33
3.4 Sources of Data Collection	34
3.5 Research Instrument	35
3.6 Validity and Reliability of the Instrument	36
3.7 Method of Data Analysis	37
3.7.1 Administration of the Instrument	38
3.8 Ethical Considerations	39

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION	41
4.1 Data Presentation	41
4.2 Demographic Characteristics of Respondents	41
4.3 Analysis of Research Questions	42
4.4 Test of Hypotheses	43
4.5 Discussion of Findings	44
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	49
5.1 Summary	49
5.2 Conclusion	50
5.3 Recommendations	51
5.4 Suggestions for Further Studies	51
REFERENCES	53
APPENDIX	55

LIST OF TABLES

Table 4.2.1: Gender Distribution of Respondents	46
Table 4.2.2: Age Distribution of Respondents	47
Table 4.2.3: Educational Attainment of Respondents	47
Table 4.3.1: Weighted Mean Analysis of Research Question One	47
Table 4.3.2: Weighted Mean Analysis of Research Question Two	47
Table 4.4.1: Correlation Summary between the Independent and Dependent Variables	47
Table 4.4.2: Independent Samples t-test by Gender	48
Table 4.4.3: Chi-square Test of Association	48

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of influence of accreditation on programme standards in Nigerian universities is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

Contemporary scholarship increasingly frames influence as inseparable from the broader question of accreditation. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of influence. The work of Ogbeide and Ogbeide (2023) extended earlier analyses by demonstrating that accreditation reinforces the effects of influence. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Evidence assembled by Ogunlana and Alade (2015) across twelve states underscored the heterogeneity of outcomes linked to influence. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Over the past two decades, influence has become increasingly significant within the Nigerian landscape and beyond. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which influence unfolds. Bakare and Famuyide (2020), in a survey of relevant stakeholders, concluded that the benefits of influence are unevenly distributed across groups. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Findings reported by Bakare and Chukwu (2018) observed that respondents with greater exposure to influence recorded markedly different results. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

The phenomenon of influence, while not new, has acquired fresh analytical urgency in Nigeria. Evidence from national agencies indicates that influence has grown considerably in recent times, underscoring the need for systematic inquiry. The aggregate picture emerging from Bakare and Chukwu (2023) points to a modest but consistent association between influence and the outcomes of interest. Such findings reinforce the argument that influence deserves a place of priority on the development agenda. A notable study by Nwosu and Dauda (2017) argued that the impact of influence is substantially mediated by the quality of institutions. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

Scholars have long recognised influence as a critical determinant of outcomes in educational management. National policies and programmes have sought, with varying degrees of success, to respond to the realities of influence and accreditation. Empirical evidence from Ogbeide and Adeniyi (2021) suggests that positive developments in accreditation are associated with improvements in influence. Accordingly, there is a growing

consensus that deliberate policy action is required. Comparative work by Obiora and Adekunle (2022) across several states uncovered a consistent pattern linking influence with accreditation. For practitioners, the practical significance of influence cannot be overstated, given its demonstrable link with accreditation. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Few subjects attract as much policy interest in contemporary Nigeria as the question of influence. The socio-cultural diversity of Nigeria implies that responses to influence must be differentiated rather than uniform. Findings reported by Obiora and Ekwueme (2018) observed that respondents with greater exposure to influence recorded markedly different results. Such findings reinforce the argument that influence deserves a place of priority on the development agenda. Research by Osinachi and Bello (2021) using mixed methods provided particularly rich insight into the mechanisms connecting influence and accreditation. Accordingly, there is a growing consensus that deliberate policy action is required. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

The relationship between influence and accreditation has been the subject of sustained academic interest across several disciplines. National policies and programmes have sought, with varying degrees of success, to respond to the realities of influence and accreditation. The work of Aderemi and Salami (2023) extended earlier analyses by demonstrating that accreditation reinforces the effects of influence. For practitioners, the practical significance of influence cannot be overstated, given its demonstrable link with accreditation. Comparative work by Adekunle and Ibrahim (2022) across several states uncovered a consistent pattern linking influence with accreditation. These developments carry important implications for policy and practice in educational management. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

Over the past two decades, influence has become increasingly significant within the Nigerian landscape and beyond. In Nigeria, the intersection of influence and accreditation is conditioned by unique socio-economic, cultural, and institutional factors that differ markedly from Western settings. Studies conducted within the West African subregion by Bakare and Adekunle (2018) reached conclusions broadly consistent with the Nigerian evidence. For practitioners, the practical significance of influence cannot be overstated, given its demonstrable link with accreditation. Chukwu and Bamgbose (2020), in a survey of relevant stakeholders, concluded that the benefits of influence are unevenly distributed across groups. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

Few subjects attract as much policy interest in contemporary Nigeria as the question of influence. Evidence from national agencies indicates that influence has grown considerably in recent times, underscoring the need for systematic inquiry. Studies by Chukwu and Obiora (2019) largely support the view that influence exerts a measurable influence on outcomes of interest. The implications of these dynamics are far-reaching, touching