

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
List of Figures	viii
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	15
2.1 Conceptual Review	15
2.1.1 Concept of Influence	15
2.1.2 Concept of Accreditation	16
2.1.3 Concept of Programme	18
2.2 Theoretical Framework	20
2.2.1 Systems Theory	20
2.2.2 Human Capital Theory	21
2.2.3 Transformational Leadership Theory	22
2.2.4 Goal-Setting Theory	23
2.3 Empirical Review	25
2.3.1 Early Studies on influence	25
2.3.2 Recent Nigerian Evidence on influence	27
2.3.3 Influence and accreditation	28
2.3.4 Comparative Perspectives across Africa	30
2.4 Summary of Literature Review	32
CHAPTER THREE: RESEARCH METHODOLOGY	34
3.1 Research Design	34
3.2 Population of the Study	34
3.3 Sample Size and Sampling Technique	35
3.4 Sources of Data Collection	36
3.5 Research Instrument	37
3.6 Validity and Reliability of the Instrument	38
3.7 Method of Data Analysis	39
3.7.1 Administration of the Instrument	40

3.8 Ethical Considerations	41
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION	43
4.1 Data Presentation	43
4.2 Demographic Characteristics of Respondents	43
4.3 Analysis of Research Questions	44
4.4 Test of Hypotheses	45
4.5 Discussion of Findings	46
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	51
5.1 Summary	51
5.2 Conclusion	52
5.3 Recommendations	53
5.4 Suggestions for Further Studies	53
REFERENCES	55
APPENDIX	57

LIST OF TABLES

Table 2.1: Summary of the Review of Related Literature	32
Table 2.2: Operationalisation of the Study Variables	33
Table 3.1: Population of the Study and Sampling Technique	42
Table 3.2: Validity and Reliability of the Research Instrument	42
Table 4.1: Gender Distribution of Respondents	49
Table 4.2: Age Distribution of Respondents	49
Table 4.3: Educational Attainment of Respondents	49
Table 4.4: Weighted Mean Analysis of Research Question One	50
Table 4.5: Weighted Mean Analysis of Research Question Two	50
Table 4.6: Correlation Summary between the Independent and Dependent Variables	50
Table 4.7: Independent Samples t-test by Gender	50
Table 4.8: Chi-square Test of Association	50

LIST OF FIGURES

Figure 1.1: Conceptual Framework of the Study	14
Figure 3.1: Educational Management Research Context	42
Figure 4.1: Gender Distribution of Respondents	49
Figure 4.2: Age Distribution of Respondents	49

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