

**LECTURERS' ASSESSMENT OF QUALITY CONTROL IN STUDENTS'  
INTAKES AND FACILITIES MAINTENANCE IN NIGERIAN  
UNIVERSITIES**

By

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**Abstract**

*This is a report of a study on lecturers' assessment of quality control in student intakes and facilities maintenance in Nigerian universities. The research design used was a descriptive survey. Three hundred lecturers were randomly selected from Al-Hikmah University, Ekiti State University and University of Ilorin as participants in the study. A questionnaire titled: "Quality Control in Students' Intakes and Facilities Maintenance Questionnaire" (QCSIFMQ) was used to collect data. The reliability coefficient of the instrument was 0.83. Frequency count, percentage, mean and rank ordering were used to answer the research questions raised in the study while t-test statistic was used to test the research hypothesis formulated at 0.05 level of significance. The findings of the study showed that quality control in students' intakes was adjudged moderate by the participants. Also, there **was no significant** difference between male and female lecturers on quality control in students' intakes and facilities maintenance in Nigerian universities. It was recommended that students' intakes into the university should be based on merit rather than on catchment and Educationally Less Developed States (EDLS).*

**Introduction**

The hopes of every country of the world to develop human capital for effective functioning of the society are hinged on education, being an instrument of change and sustainability. Tertiary education in Nigeria is an invaluable instrument of economic, social, political, scientific and technological development. University education is meant to train high level manpower. In fact, there is a public perception that university education is a way

out of poverty and exploitation. The poor funding of education in most third world countries does not enable the school system to have good maintenance of available infrastructural facilities. Quality control is a matter of checking and re-checking various components in the manufacturing and marketing process to ensure the product or service being provided is satisfactory and safe for all involved. This is the process whereby outcomes are assessed to determine whether they are of the prescribed standard. According to Okebukola and Shebami (2001), quality refers to measures taken to remove faults at the end of the production process. It may also involve setting the system in place to obtain better data about discrepancies between proposed outcome and actual performance. The measures are intended to ensure that everyone's responsibilities are clearly understood and carried out.

The quality of students at the entry point into the programmes offered in Nigerian universities determines, to a very large extent, their quality as graduates at the end of the training. The guidelines for admission into university programmes are based on 45% Merit, 35% Catchment/Locality and 20% Educationally Less Developed States (Federal University, Otuoke, 2013). Experience has shown that with this kind of admission system leaning on catchment as well as educational disadvantage, students with less ability would get admission at the expense of merit. Ideally, to assure quality in the student intakes, the admission procedures should be based on merit and carried out primarily by the Heads of Departments, following the laid down guidelines. In practice, however, this power has been eroded in many places such that departments have very little control over the admission of the students they train. A situation where admission of students into the university's programmes is done by an external unit? such as central admission committee or administration and imposed on the departments subverts quality and culminates in poor quality of products.

Quality education is very vital in every human existence and societal development. It facilitates the rate of development and increases the standard of living, paving way for national ability. An educated society is wealthy. When a man acquires quality education, he becomes a free thinker and creator of wealth. He understands the society he lives in better and becomes more useful to it (Nwude, 2003). Federal University, Otuoke (2013) stressed that admission on merit is for candidates with very high scores in UTME and post-UTME each year (and/or a weighted combination of both). Such candidates are given first consideration for their first choice of course in their institution of choice before other candidates. Forty-five percent of the available spaces are reserved for such applicants. To give equal opportunities to applicants, the states of the Federation are grouped into catchment areas of each tertiary institution. It is also called locality which, in most cases, is the geographical and/or socio-cultural area contiguous to the institution candidates apply to. Consideration is given to students who fall within the catchment area of the tertiary institution. Some institutions have all the states of the Federation as their catchment area while state-owned institutions have all the local government areas of their states as their catchment area. According to the admission guidelines, 35% of the available spaces are reserved for applicants from such states or locality. Also, certain states are considered educationally less developed or disadvantaged (EDLS). These states, which are 22 out of the 36 states and Federal Capital Territory are Adamawa, Bauchi, Bayelsa, Benue, Borno, Cross River, Ebonyi, Gombe, Jigawa, Kaduna, Kano, Kastina, Kebbi, Kogi, Nasarawa, Niger,

Rivers, Sokoto, Plateau, Taraba, Yobe, and Zamfara. Candidates from these states are given special concession for admission.

The number of admitted candidates to any university is dependent to some extent on the available plant facilities and their functionality based on maintenance. Ojedele (2008) referred to school plant maintenance as the ingenuity of the school administrator to take good care of the school plants and keep them in good form even after several years of their construction or procurement. Adeogun (2004) also identified five types of maintenance as; preventive, corrective, breakdown, running, and shut down maintenance. Corrective maintenance is the prevention of breakdown or situations which can put the facilities out of use; corrective maintenance is directed at repairing fault while breakdown maintenance is aimed at rectifying breakdowns in any components the school plant. Running maintenance is carried on while the plant or its component is operating and shutdown maintenance involves the shutting down of a school plant or a part of it in order to carry out overall maintenance.

Facilities are the material resources that enhance effective teaching and learning when appropriately and adequately maintained. They include physical structures such as buildings (lecture rooms/halls, libraries, laboratories etc), equipment, furniture and instructional facilities such as books, journals, other learning materials and facilities for technology-aided learning which enable students to acquire information, knowledge and skills required for their studies. Efforts are made to provide these facilities but many of them are inadequate and traditional. For instance, lecture rooms/theatres with fixed/immovable benches and tables do not promote flexibility in methodology such as in grouping and group work in which students can sit round a table and discuss (Akinnubi, 2010). The Federal Government of Nigeria (2008), in the Draft of National Teacher Education Policy, also noted the insufficiency and dilapidated nature of facilities in teacher training institutions in Nigeria.

The increasing deterioration of facilities at the university level might be connected with non-compliance with the carrying capacity set by The National Universities Commission (NUC). Noncompliance with carrying capacity may also be due to too many qualified applicants seeking admission into the various programmes. Table 1 gives the figures of admitted university undergraduates as a percentage (%) of total applicants between 2002 and 2007.

**Table 1: UME Admissions as percentages of UME Applications (2002- 2007)**

Year	UME Applications	UME Admissions	UME Admissions as a % of UME Applications
2002	994,380	51,845	5.21
2003,	1,047,539	105,157	10.04
2004	841,878	122,492 "	14.55
2005	916,371	76,984	8.40
2006	804,444	88,524	11.00
2007	911,653	107,370 '	11.78

Source: [www.nuc.edu.ng](http://www.nuc.edu.ng) (2013)

As evident from Table 1, between 5.21 and 14.55 percent of applicants could get admission into the universities between 2002 and 2007. And in spite of these very low percentages of admission yearly most universities still overshoot their carrying capacity. Because the universities overshoot their carrying capacity, the facilities are hardly adequate, hence the students pack themselves like sardines inside the lecture rooms with some standing both inside and outside. Some of the rooms are poorly ventilated without functional fans or air conditioners. The long benches are Poorly maintained such that some are broken down and never repaired. Teaching aids are grossly limited in terms of quantity and quality and they are rarely used. This is the situation the students are exposed to on a daily basis, hence, the poverty of their own knowledge. These situations result into less effective teaching and learning, and poor organization and supervision of examinations.

Durosaro (2000) stated that the physical facilities in each institution varied widely in terms of quantity and quality. There are broad guidelines on the procurement of materials and facilities for each faculty and department depending on the dictates of the course programmes. The basic facilities provided in each university include student accommodation, lecture rooms, health care facilities, workshops and laboratories; administrative facilities, equipment and furniture as well as municipal services. The requirement varies from department to department but there are broad guidelines from the NUC. For example, there are prescribed minimum space requirements for offices, hostels, classrooms, laboratories, seminars and conference rooms. Academic staff offices should be 13.5m<sup>2</sup> per lecture, classroom and accommodation should be 0.7m<sup>2</sup> per student, laboratory should be 7.5 m<sup>2</sup> per student, while conference rooms should be 18.5 m<sup>2</sup> per student (Akinnubi, 2010)

### **Statement of the Problem**

Unified Tertiary Matriculation Examination (UTME) and post-UTME screening examinations are towards quality students' intakes, but experience has shown that there are many risks, public apathy as well as other bottlenecks (especially logistic) attached to them, which are responsible for public call for their cancellation. The number of students admitted for each programme does not often match the available facilities due to poor maintenance by the university management. Any form of mismatch would stretch the capacity of the lecturers and facilities. Overshooting the carrying capacity has been a common practice in most, if not all, universities in Nigeria. Durosaro (1998) and Akinnubi (2010) lamented that owing to the resultant astronomical increase in school enrolment at all levels, school facilities have been subjected to poor maintenance and over-utilization leading to greater frequency of breakdowns.

### **Research Objectives**

The research objectives of this study were to examine the level of quality control in student intakes; types of maintenance often practised and **determine if a significant** difference existed between male and female lecturers' opinion on quality control in student intakes and facilities maintenance in the sampled Nigerian universities.

### **Research Questions**

1. What is the level of quality control in student intakes in Nigerian universities?
2. What are the types of maintenance often practised in Nigerian universities?

#### Research Hypothesis

Ho: **There is no significant** difference between male and female lecturers' opinion on quality control in student intakes and facilities maintenance in Nigerian universities.

#### Methodology

The research design used for this study was a descriptive survey. Three hundred Senior Lecturers and above were randomly selected from Al-Hikmah University, Ilorin, Ekiti State University and University of Ilorin as participants in the study. A questionnaire titled: "Quality Control in Students' intakes and Facilities Maintenance Questionnaire" (QCSIFMQ) was used to collect data from the participants. The instrument was validated by three experts. The reliability of QCSIFMQ was ascertained through a pilot study using a test re-test method, yielding a reliability coefficient of 0.83. The researchers personally visited the sampled universities in order to administer the instruments on the participants. Relevant information such as lecturers list was obtained from establishment units of the institutions. Frequency counts, percentages, mean and rank ordering were used to answer the research questions raised in the study while t-test statistical tool was used to test the research hypothesis formulated in the study. The hypothesis was tested at .05 level of significance.

#### Results

**Research Question One:** What is the level of quality control in student intakes in Nigerian universities?

**Table 2: Quality control in student intakes in Nigeria universities**

S/N	Level of Quality Control	Frequency	Percentage
1	High	14	4.67
2	Moderate	187	62.33
3	Low	99	33.00
	Total	300	100.00

Table 2 shows that quality control in student intakes was adjudged moderate by 62.33%, high by 4.67% and low by 33.00% of the study participants in the sampled Nigeria universities.

**Research Question Two:** What are the types of maintenance often practiced in Nigeria universities?

**Table 3: Types of maintenance often practiced in Nigeria universities**

S/N	Types of Maintenance	SA	A	D	SD	Mean	Rank
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1	Breakdown	54	70	93	83	2.32	2
2	Corrective	65	91	78	66	2.52	1
3	Prevention	21	88	95	96	2.11	5
4	Running	34	80	98	88	2.20	3
5	Shutdown	11	86	149	54	2.18	4

From Table 3, corrective maintenance was ranked the most with mean of 2.52 while preventive maintenance was ranked the least with mean of 2.11 among the types of maintenance often practice in Nigerian universities. Furthermore, breakdown, running and shutdown appeared not too popularly carried out in the universities.

### Research Hypothesis

**Ho: There is no significant** difference between male and female lecturers on quality control in student intakes and facilities maintenance in Nigerian universities.

**Table 4: Quality control in student intakes and facilities maintenance in Nigeria universities**

Lecturers	N	Mean	SD	Df	Cal. t-value	p-value	Decision
Male	189	2.79	1.53	298	3.07	0.67	Ho: Accepted
Female	111	2.01	1.04				

From Table 4, the p-value  $> .05$  level of significance and for 298 degrees of freedom. Thus, the null hypothesis is accepted. This implies that **there was no significant** difference between male and female lecturers' opinion on quality control in student intakes and facilities maintenance in Nigerian universities. That is, both male and female lecturers adjudged the quality of student intakes as just moderate.

### Discussion

Table 2 indicates that the level of quality control in student intakes was adjudged just moderate by 62.33% of the participants. Only 4.67% of the participants adjudged the quality of student-intakes as high and 33.00 % as low. This implies that much attention has not been paid to quality control in this aspect in the sampled universities/To corroborate the aforementioned statement, Amadike (2007) submitted that because of the prevalent value system in Nigeria where the chase for certificate is more prominent than the acquisition of knowledge, some candidates who gained admission to tertiary institutions are neither academically fit nor ready for higher education.

It is evident from the result in Table 3 that it is when facilities are faulty that corrective measure is often applied in Nigerian universities. Preventive measures will go a long way in reducing financial burden on the university management. Akinsolu (2006) conducted a study on school facilities depreciation and types of maintenance required by school administrators in Nigeria and concluded that the school facilities need efficient management so as to make the school a pleasant, safe and comfortable centre for educational

activities. Akinsolu (2006) also submitted that proper and efficient management of school facilities rest solely on proper maintenance by the school administrators and relevant stake holders. Different types of maintenance-preventive, corrective and breakdown were advanced. The major findings showed that schools that planned and maintained their facilities had higher students' retention and were even more effective than others.

The analysis in Table 4 portrays that both male and female lecturers attested to the items on quality control in student intakes and facilities maintenance in Nigerian universities in the same way. Quality is the topmost priority of any educational institutions viewed from both national and international perspectives. Quality of education has significant impact and makes an invaluable contribution to human development. Students, therefore, have the right to receive good quality education and quality of education is associated with different academic and institutional factors, topmost among which the qualities of the students' and institutional facilities are used as determinants of quality measure (Zobaida, 2013).

### **Conclusion**

Quality control in student intakes and facilities maintenance in Nigerian universities cannot be compromised if the nation must progress in the education sector. **There was no significant** difference between male and female lecturers' opinion on quality control in student intakes and facilities maintenance in Nigerian universities. Adeshina (1990) suggested that quality and quantity of educational facilities available within an educational system have positive relationships with the standard and quality of that educational system. There is therefore the need for improvement of facilities in terms of quantity and quality.

### **Recommendations**

Based on the findings of the study, the following recommendations are made:

- i. For improved inputs into the university system, the student intakes should be based mostly on merit. Towards this end, merit admission should be increased from 45% to 65% while catchment area and EDLS should be reduced from 35% and 20% to 20% and 15%, respectively.
- ii. Moreover, while improvement of facilities in terms of quantity and quality are advocated, available facilities should be properly maintained. The maintenance, which should focus more on preventive and corrective types, should involve all end-users (especially the students).
- iii. To meet the modern learner-centred approach, immovable benches and tables are no longer suitable. There is the need to make classroom arrangement flexible with movable tables and chairs. Doors of classrooms should be properly secured.
- iv. There is the need also for periodic inspection and maintenance of facilities. Students should be part of the responsibility for the security and maintenance of chairs and tables, as the quality of these facilities is determined by their maintenance and productive utilization.

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