

# CONCERNS ON QUALITY ASSURANCE: INAPT EFFECTS OF EDUCATIONAL ADMINISTRATION IN HIGHER EDUCATION INSTITUTIONS

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## Abstract

*Quality assurance position and operation in higher education institution (HEI) showing inapt effects as the influence action of units fails through implementation of its policy on achieving standard. It is typify of inapt influence the changes and position of educational efficiency in term of quality assurance. However, survey method was employed to examine the respondents 'to what extent the effect of quality assurance in education?' The study have shown that there are Inapt effects in which prioritizing of quality assurance initiatives in educational institutions need to be improved in order to create a supportive, inclusive, and effective teaching-learning environment. Thus, the present study suggested that if quality assurance put in appropriate position might lead to improved academic standards, enhanced institutional credibility, while recommended that student teaching-learning outcome should be often displayed regularly by administrators, MIS, Information Communication and Technology center in collaboration with QA unit for improvement of teacher quality, increased student satisfaction and employability prospects.*

**Keywords:** Quality, Quality Assurance, Education, Student Development

## Perkembangan Artikel

Diterima: 16/12/2025  
Disemak: 24/12/2025  
Diterbit: 31/12/2025

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## INTRODUCTION

Concerns on quality assurance position and operation in the institutions have acted more to shield light on educational institution development and shift of the institutions from effective monitoring to affective management. It is to note that quality revolves fundamental management techniques through special skills to manage institutional activities. In this regard, quality can't be achieved unless it is really

understood as standard, zero defect and excellence in nature (Lasisi and Musa 2020). Quality in education is the level at which the educational output satisfied the specified objectives for which it is set up in the midst of adequate and functional educational resources cautiously managed as postulated by the policy statement (Uwaezuoke, 2020:74). Nevertheless, quality can then be assured and named as quality assurance if quality concepts are fulfilled in educational sector. Thus, if Quality Assurance put in an appropriate position might lead to Improved Academic Standards, Enhanced Institutional Credibility, Improved Teacher Quality, Increased Student Satisfaction and Employability Prospects.

## **2.1 Quality Assurance (QA) in Education Management and Administration**

Quality assurance (QA) in education refers to systematic processes and procedures implemented to ensure that educational institutions provide high-quality education, meet established standards, and continuously improve. Quality assurance refers to the “planned and systematic actions [deemed] as necessary to provide adequate confidence that a product or service will satisfy given requirements for quality” (Borahan and Ziarati, 2002, p. 914). For higher education institutions (HEIs) this requires them to demonstrate responsible actions in their professional practices and accountability in the results they achieve with the resources used (Jackson, 1998, p. 46). Elton (1992) refers to these as the quality as accountability, audit and assessment, and suggests these are concerned with the control of quality and the people who control quality. Objectives of QA in education are to ensure academic excellence whereby maintaining of high standards of teaching, learning, and research must be properly placed.

However, some educational institutions lack maintaining the high standard which might be observed through poor quality management either of their staff in their teaching methodology and other results such as gift of numerous ‘First Class in term of CGPA’ output of learner look the same while quality assurance unit neglect conducting supervision/investigation in order to see teaching learning and research promote the academic excellence. Meanwhile, Ofor-Douglas (2020) stated that quality assurance in a university refers to ways of preventing mistakes and defects in the university system so as to achieve the goals of the institution and quality assurance ensuring student experience enhances as one of the objectives while society expected an institution of learning provide a supportive learning environment, adequate resources, and effective student services.

On the other hand, several research have been done on service quality to see how institution provides a supportive learning environment, adequate resources, and effective student services but quality assurance unit fail to implement and to re-assesses their findings often in order to have high standard academic each consecutive short term planning by the institutions. Also, quality assurance ensures accountability should be promoted in order to ensure transparency, accountability, and responsibility among educators, administrators, and institutions. These will enhance fair output and foster continuous improvement that encourages ongoing evaluation, assessment, and innovation which are major model for quality assurance to be achieved in educational institution. Nevertheless, it is

important to aware that quality assurance involves processes and procedures which lead to excellent achievement in education management and planning.

## 2.2 Quality Assurance Processes and Procedures in Education

To process is to achieve the stated procedures. However, quality assurance is not an ordinary process but a tool undergoes systematic processes and procedures implemented to ensure that educational institutions provide high-quality education. How can an institution of learning provide high-quality education? This involves certain processes and procedure such as: Accreditation, Audits, Assessment and evaluation, Quality audits and reviews, Student feedback and complaints, Staff development and training, Curriculum design and review.

The processes are divided into two segments which are necessary for institution that is looking for excellence and maintaining high-quality education. Then, accreditation and audits enhance other procedures implemented to meet established standards, and continuously improvement towards maintaining high-quality education: When the procedure for maintaining improvement is well stated the established standard will be well known by the users. Despites, revisiting the processes and procedure based on quality assurance objectives there will be improvement and achievement of excellent is certain in our educational institutions. The below figure|established certain processes and procedure involved in quality assurance in order to maintain stated standard require in educational institutions.



Figure 1: Quality Assurance Processes and Procedures

**2.2.1 Accreditation:** This is important and as initial stage must undergo of all educational institutions in getting assurance achieved. Without involve external evaluation to the institutions or programs to ensure compliance with established standards, excellence can't be possessed. Accreditation is vital for establishment of standard in managing non flaw institution. Okojie (2008) mentioned that accreditation of programmes in the universities is to ensure that the provision of minimum academic standards and to ensure quality through transparent evaluation exist in the administration of the institutions (Andrew, 2020). Admittedly, accreditation without audits is like empty basket pretending full of water thus, audits is next stage that enhances other processes affirm of achieving quality in educational institution.

**2.2.2 Audits:** This is a process that involves internal or external evaluations. This evaluation helps to assess compliance with policies, procedures, and regulations surrounding the accredited program or learning courses for maintaining high-quality education. Audits lead several processes such as:

**2.2.3 Assessment and Evaluation:** It is ongoing monitoring of student learning outcomes through performance and attendance in class. This is monitoring expected to be carried out through quality assurance unit of an institution. The data-base should be separated for this procedure in order to know the student learning outcome and should be connected with student management system of Information Communication and Technology center of each institution. Similarly, teaching effectiveness is part of assessment and evaluation which is part that expected to be source of maintaining high-quality education. Teaching method and evaluation through learner-teacher aptitude are very important. This will bring closeness between learner-teacher interaction and teaching procedure will clearly understood by the learner leading to maintenance of high-quality education. Thus, assessment and evaluation improve the program quality.

**2.2.4 Quality audits and reviews:** The quality of audit also needs to be checked. This is based on time, cost and readiness of the auditors themselves. At times, auditing may be done in an hurry which is very bad for quality to be achieved and given assurance to the world of education. It may lead to half bake learners and institution activities may not progress. Embracing quality audits and review is cost but it reduces constraint on periodic evaluations process of the institutions or programs in order to identify areas for improvement. Nevertheless, quality audits and reviews should be done properly and periodically depend on capability of each institution.

**2.2.5 Student feedback and complaints:** if quality audits and reviews done properly and periodically, while administered by champ in charge it will be mechanisms for students to provide feedback and lodge their complaints, which inform quality improvement initiatives in an institution. Majority of institutions fail in this aspect where some students afraid of complain the quandary and wrong, either in attitude or behavior of academic and non-academic staff towards request. The student feedback helps the quality assurance unit to plan based on psychosomatic results and as an evidence to improve position of the institution either in teaching or learning and counseling in order to maintain quality in education

institution. The more the complaint by the student the more the quality assurance unit get work to do either inviting the tutors confidentially to understand any help the institution may render in order to get best of him or her towards quality achievement. Regular feedback from students informs QA initiatives, ensuring that student voices are heard thus, without allowing the student's feedback and complain to function; quality assurance may not be achieved.

**2.2.6 Staff development and training:** It was previously emphasized that student feedback may assist quality assurance unit of an institution, thus ongoing professional development opportunities established by the university is to enhance teaching if quality assurance analysis results or findings stated there is implications through methodology for instance of a teacher is poor or interaction need to be adjusted then, staff development and train/ re-training should be set up. According to Jubril (2020:67) stated that the quality of education in a country depends on the quality of its teachers. Effective Teaching Methods through staff development encourages the use of innovative, research-based teaching approaches, fostering a more engaging and interactive learning environment that will bring quality assurance alive in education. Quality Assurance (QA) can significantly enhance teacher training programs by ensuring they meet high standards, are relevant, and effective in preparing teachers for the classroom.

Correspondingly, quality assurance findings among learners may indicated that low assimilation in student learning after assess the methodology of teachers and peer performance, then student development program requires through quality assurance unit in order to maintaining the quality education. Thus, administrative staff may be accessed as administrative capacities may be one of the problems towards quality achievement in an institution, quality assurance unit have a lots of work to do finally, student-administration-questionnaire will help and institution quality might be achieved.

**2.2.7 Curriculum design and review:** Curriculum expertise need to be consulted and involved for quality assurance stability. This is because quality assurance in education might be excluded without regular review and revision of curricula to ensure relevance in program or courses offered. Quality assurance unit must be up-to-date through internet and threading educational issues around the world in term of current aspect or concept and to ensure relevance rigor. Nevertheless, quality assurance through processes will make alignment of quality evaluation results meet with learning objectives. Also by implementing quality assurance processes, educational institutions can ensure of indemnify the society that they provide high-quality education, which meet established standards, and continuously improve to better serve their students and stakeholders. Admittedly, the following benefit such as improved academic quality and standards, enhanced student satisfaction and outcomes, increased accountability and transparency, better resource allocation and management, and encourages continuous improvement and innovation be achieved.

### **2.3 Direct Impact and In-direct Impact of Quality Assurance in Education**




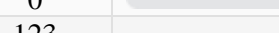
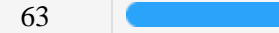


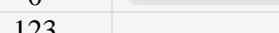
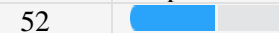
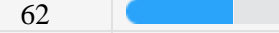

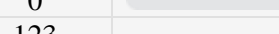
Without doubt, Quality Assurance (QA) in education has a significant impact on student learning, both directly and indirectly. Although, quality assurance simply means setting and maintaining error free standard in an organization (Ofor-Douglas, 2020) but there are certain impacts of quality assurance in the education which are direct to student learning aspect such as; Improved Curriculum Design: this is because if the quality assurance unit work based on the objects and reflect the certain results or findings in QA analysis of an institution, impact should be achieved directly. QA should ensure that curricula are well-structured, relevant, and aligned with learning objectives, leading to more effective learning. Similarly, direct impact to student learning is improvement of Teaching Methods by certain tutors. It is acknowledged that QA promotes the use of innovative, student-centered teaching approaches, fostering a more engaging and interactive learning environment. Moreover, better Assessment and Feedback are direct impact to student learning as QA ensures that assessments are valid, reliable, and fair, providing students with constructive feedback in order to improve their learning. Meanwhile, increased Accessibility and Support is another direct impact to student learning expected to happen in education where QA promotes inclusivity, ensuring that students with diverse needs receive adequate support and resources. And, Student-Centered Learning Approaches expects if quality is to be assured in education while QA promotes student-centered learning, focusing on individual needs, interests, and learning styles. Thus, quality assurance is more focusing on student learning achievement in order to achieve a functional standard in education. On the other hand, there are certain forces that may enhance quality to be assured which may causes the indirect impact to student learning such as: Improved Institutional Effectiveness: This is when institution ready for effectiveness in all aspect of activities embarked, QA helps institutions optimize resources, streamline processes, and enhance overall effectiveness at the end it is ultimately benefiting students and their learning. Also, when institution ready for effectiveness, it enhanced Student Experience: meaning that QA fosters a positive learning environment, promoting student satisfaction. This will engage student to learn and focus and as a way of motivation in them. Furthermore, when institution ready for effectiveness as indirect impact, it may cause Better Prepared Graduates (BPG) while many of educational institutions are not well groomed due to malfunctioning of quality assurance unit, thus QA ensures graduates are well-prepared for the workforce or further education. It is function of institutional quality assurance unit to see that student are possessing the skills, knowledge, and competencies required based on their quality assurance analysis findings. Admittedly, Increased Accountability is major requires: QA should promote transparency and accountability, ensuring that institutions are responsible for providing high-quality education. To further making quality assurance apt the Support Services and Resources should be placed, this will ensures that students have access to adequate support services, such as academic advising, counseling, and career guidance. By prioritizing QA, educational institutions can create a supportive, inclusive, and effective learning environment that fosters academic excellence and prepares students for success.

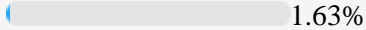
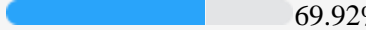
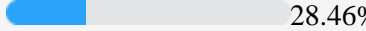
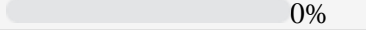
### 3.1 DATA ANALYSIS AND DISCUSSION

Towards concerns on educational quality assurance, content validity was done and reliability test revealed 0.74 cronbach alpha based 9 items out of 15 items to measure both the level of effects and administrators influences on quality assurance initiatives. The remaining items were analysed based on four-point scale of: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree among 123 Lecturers who were randomly selected from federal university of kashere, Gombe State Nigeria and were asked of their opinion on level of quality assurance position effects and influence in order to assess the agreement on quality assurance administration activities in HEIs which cannot be generalized. Besides, highest percentage rate indicates need adjustment while low percentage indicates need improvement. Nevertheless, Research Question one stated that:

RQ1: To what level of effects do inadequate standard assessments have on quality assurance initiatives in education?

Table 1: Descriptive analyses on effects of inadequate standard assessments on QA initiatives

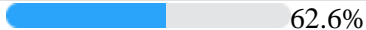
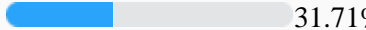
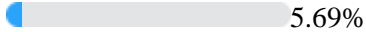
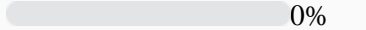
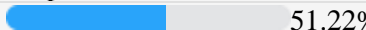
<b>Item 1: Inadequate supervision by QA unit affect standard assessment in the institution</b>		
Option	Subtotal	Proportion
SA	77	 62.6%
A	39	 31.71%
D	7	 5.69%
SD	0	 0%
Number of valid entries for this question		123
<b>Item 2: Quality assurance unit irregular assessment on the functional educational resources cautiously managed by the lecturers affect teaching-learning</b>		
Option	Subtotal	Proportion
SA	63	 51.22%
A	53	 43.09%
D	7	 5.69%
SD	0	 0%
Number of valid entries for this question		123
<b>Item 3: Quality assurance unit Assessment and Feedback have direct impact on student learning</b>		
Option	Subtotal	Proportion
SA	52	 39.84%
A	62	 49.09%
D	9	 11.07%
SD	0	 0%
Number of valid entries for this question		123
<b>Item 4: Prioritizing of Quality Assurance initiatives</b>		

in educational institutions create a supportive, inclusive, and effective teaching-learning environment		
Option	Subtotal	Proportion
SA	2	 1.63%
A	86	 69.92%
D	35	 28.46%
SD	0	 0%
Number of valid entries for this question		123

In table1, Majority (116, 94.3%) of respondent agreed that inadequate supervision by QA unit affect standard assessment in the institution while only (35, 28.5%) disagreed that inadequate supervision by QA unit affect standard assessment in the institution. Similarly, quality assurance unit have being check based on regularly operation where majority (116, 94.3%) of respondent agreed quality assurance unit irregular assessment on the functional educational resources cautiously managed by the lecturers affect teaching-learning. (7, 5.7%) disagreed that Quality assurance unit irregular assessment on the functional educational resources cautiously managed by the lecturers affect teaching-learning. (114, 88.9%) respondent agreed that quality assurance unit Assessment and Feedback have direct impact on student learning, only few (9, 11.1%) disagreed that Quality assurance unit Assessment and Feedback have direct impact on student learning. (88, 71.6%) respondent agreed that prioritizing of Quality Assurance initiatives in educational institutions create a supportive, inclusive, and effective teaching-learning environment. Findings from the study shown that prioritizing of quality assurance initiatives in educational institutions need to be improved in order to create a supportive, inclusive, and effective teaching-learning environment.

RQ2: To what extent does the administrators' influence affect quality assurance initiatives?

Table 2: Descriptive analyses on administrators' influence effect on QA initiatives

<b>Item 1:</b> Curriculum expertise need to be consulted and involved for quality assurance stability in the institution		
Option	Subtotal	Proportion
SA	77	 62.6%
A	39	 31.71%
D	7	 5.69%
SD	0	 0%
Number of valid entries for this question		123
<b>Item 2:</b> Quality assurance administrators recommend professional development training to enhance teaching		
Option	Subtotal	Proportion
SA	63	 51.22%

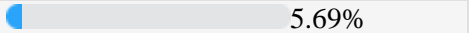
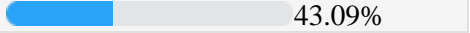
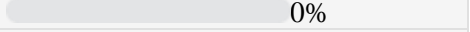
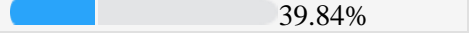
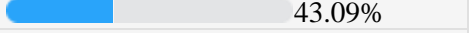
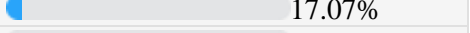
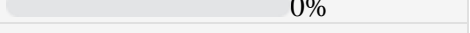
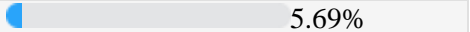
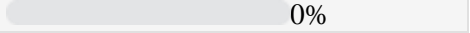
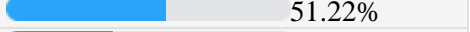
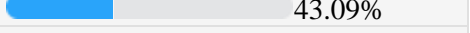
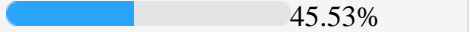
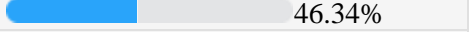
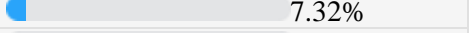
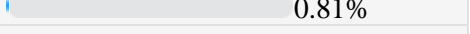
A	7		5.69%
D	53		43.09%
SD	0		0%
Number of valid entries for this question			
123			
<b>Item 3:</b> Administrators embracing quality audits and review in order to identify areas for improvement			
Option	Subtotal	Proportion	
SA	52		39.84%
A	53		43.09%
D	9		17.07%
SD	0		0%
Number of valid entries for this question			
123			
<b>Item 4:</b> student teaching-learning outcome often display regularly by administrators, MIS, Information Communication and Technology center in collaboration with QA unit			
Option	Subtotal	Proportion	
SA	7		5.69%
A	0		0%
D	63		51.22%
SD	53		43.09%
Number of valid entries for this question			
123			
<b>Item 5:</b> QA unit assist administrators in accreditation of programmes and ensure quality through transparent evaluation			
Option	Subtotal	Proportion	
SA	56		45.53%
A	57		46.34%
D	9		7.32%
SD	1		0.81%
Number of valid entries for this question			
123			

Table2 have shown that (116, 94.3%) of respondent have indicated that curriculum expertises need to be consulted and involved for quality assurance stability in the institution while (7, 5.7%) disagreed that Curriculum expertise need to be consulted and involved for quality assurance stability in the institution. However, (70, 56.9%) of respondent agreed that Quality assurance administrators recommend professional development training to enhance teaching. Few of respondents (53, 43.1%) disagreed that Quality assurance administrators recommend professional development training to enhance teaching. Similarly, administrators and quality assurance unit should work together regularly. This is because majority (105, 82.9%) of respondent agreed administrators embracing quality audits and review in order to identify areas for improvement. Few (9, 17.1%) respondent disagreed that Administrators embracing quality audits and review in order to identify areas for improvement.

Moreover, few (7, 5.7%) respondent agreed that student teaching-learning outcome often display regularly by administrators, MIS, Information Communication and Technology center in collaboration with QA unit, while (116, 94.3%) disagreed that student teaching-learning outcome often display regularly by administrators, MIS, Information Communication and Technology center in collaboration with QA unit. (113, 92.1%) respondent agreed that QA unit assist administrators in accreditation of programmes and ensure quality through transparent evaluation. Findings from the study shown that QA unit assist administrators in accreditation of programmes and ensure quality through transparent evaluation but student teaching-learning outcome should be often displayed regularly by administrators, MIS, Information Communication and Technology center in collaboration with QA unit for improved teacher quality, increased student satisfaction and employability prospects.

#### **4.1 DISCUSSION OF FINDINGS**

Quality Assurance (QA) in educational development has numerous effects on individuals, institutions, and society. It has shown in the findings of this study that prioritizing of quality assurance initiatives in educational institutions need to be improved and displayed regularly by administrators, MIS, Information Communication and Technology center in collaboration with QA unit need improvement. These will easily allowed institutions improvement strategies of development and maintain high academic standards, leading to better student outcomes, promotes transparency, accountability, and credibility, enhancing the reputation of educational institutions. A study by Cullen, John; Joyce, John; Hassall, Trevor; Broadbent, Mick (2003) indicated that several quality initiatives are happening at the same time universities are faced with diminishing by looking at it from financial support, the prioritizing of quality assurance initiatives in educational institutions financial may be needed. Similarly, student teaching-learning outcome should be often displayed regularly by administrators, MIS, Information Communication and Technology center in collaboration with QA unit. This is consistent with study by Mangnale and Rajasekhara (2011) emphasized sustaining the quality by insisted on more constructive role from internal quality assurance cell (IQAC) in protecting the quality of higher education. Thus, institution administrators have to collaborate with QA unit for protecting the quality demand by society and other stakeholders.

#### **5.1 CONCLUSION**

By understanding the effects of QA in educational development, institutions and policymakers can work to maximize the benefits while minimizing the negative consequences. Institutions can focus on improving the system through students' feedback, collaboration of administrators, MIS, Information Communication and Technology center to break the restraints in all the aspects that redundant quality achievement. Promoting transparent evaluation through the assistance of institution administrators and ensure quality integration in accreditation of programmes as continue practice of education institutions.

## 5.2 RECOMMENDATION AND SUGGESTIONS

Quality Assurance (QA) in education has numerous effects as a whole. It should be made unique in term of; maintaining high academic standards, Improved Teacher Quality, and Increased Student Satisfaction.

The government should collaboration with schools administrators as quality assurance is collective achievement for Better Employability Prospects of young once. QA unit and School administrators should ensure educators focus on deep learning rather than test preparation.

QA unit should not overlook the unique needs and experiences of diverse student populations, potentially perpetuating existing inequalities while adequate attention should also be on diversity and inclusion for achievement of total quality in education.

Quality Assurance champion should focus balance standardization with flexibility and autonomy, emphasize deep learning and understanding alongside assessment preparation, streamline QA processes to minimize bureaucratic burdens, monitor and address unintended consequences, incorporate qualitative metrics and soft skills into QA frameworks, prioritize diversity, equity, and inclusion in QA processes, and thus address teacher well-being and job satisfaction in QA initiatives. By acknowledging and addressing these inapt effects, educators and policymakers can work to create a more balanced and effective QA system that supports the diverse needs of students, teachers, and institutions.

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