QUALITY CONTROL MECHANISMS FOR GOAL ATTAINMENT OF PUBLIC UNIVERSITIES IN RIVERS STATE

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Abstract

The study examined quality control mechanisms for goal attainment of public universities in Rivers State. Three research questions and three hypotheses guided the study. Descriptive design was adopted for the study. The population of the study consisted of all 2,457 lecturers of public universities in Rivers State. Twenty five percent (25%) of the total population was used to represent the sample of the study. The sample of the study was 614 lecturers from the three universities in Rivers State. "Quality Control Mechanisms for Goal Attainment Questionnaire (QCMFAQ" was the developed for data collection. The instrument was validated by two experts in Educational Management to preserve the face and content validity of the instrument. Test-retest method was used to establish the reliability of the study. The data generated were then analyzed using Cronbach Alpha statistic which gave a reliability index of 0.74. Descriptive statistics (mean, standard deviation) were employed to answered all the research questions while t-test was to address the hypotheses. The study concluded that accreditation, assessment and auditing were very vital for ensuring significant attainment of universities goal. Accreditation, assessment and auditing has to do with evaluation of both human and materials resources availability for mobilized for the purpose of teaching and learning as well as for the realization of university goal attainment. In terms of human resources, the mechanisms looked into staff qualifications, experiences, self-development, students database, level of infrastructure and environmental arrangements. Based on the results from the findings of the study, it was recommended, that, the National Universities Commission should ensure due process in the accreditation of Nigerian University, this will help to improve quality of university education in the nation.
Keywords: Control, Goal attainment, Mechanisms, Public universities, Quality control

Introduction

Education has been described as the bedrock of every society and tool for nation building. For a nation to rise as a standard worthy enough for her to compete favorably in the league of nations, such a nation must ensure that high quality in her education is attained and sustained. Quality of teachers' input in the educational sector brings quality education which is

an instrument highly indispensable in the transformation of individuals, values, beliefs and behaviors. There is a means of preserving societal cultural settings and acquisitions of skills that make members of the society useful to themselves and their society. The process of education is to develop the cognitive, affective and psychomotor domain of individuals and groups in order to equip them with knowledge and skills necessary to survive and make society progress. Frazer (2018). agreed that trained or educated human resources constitute manpower and personnel that bring about national development. That is to say that, the amounts of educated citizens is equal to the amount of available quality staff that will contribute to a nation's development. The quality of the staff in the school system presupposes the quality of the school output, that is, the human resources that will be available for the nation (Dilshad, 2010). Dilshad stressed that in the school system, some determinants of high-quality education include goals of education, quality of the input as well as a well-organized school system that ensure the articulation and effective co-ordination of all aspect of school life.

Quality control is related to accountability both of which are concerned with maximizing the effectiveness and efficiency of educational systems and services in relation to their contexts of their missions and their stated objectives. In the words of National Accreditation Council for Teacher Education (2009) quality control focused on the learners' entry behaviors, characteristics and attributes including some demographic factors that can inhibit or facilitate their learning, teachers entry qualification, values pedagogic stalls, professional preparedness, subject background, philosophical orientation, the teaching/learning processes including the structure of the curriculum and learning environment. Mathison (2005) said that quality control is regarded as a process and practice primarily concerned with conformance to mission specification and goal achievement within the publicly accepted standard of excellence. In such case, quality control is all these attitude, objectives, actions and procedures that through its existence and use, and together with quality control activities, ensure that appropriate academic standards are being maintained and enhanced in the public school system.

Quality control in this context is a programme for the systematic monitoring and evaluation of the various aspects of a project, service, or facility to ensure that standards of quality are being met. Quality control as the preventing of quality problems through planned and systematic activities will include the establishment of a good quality management system and the assessment of its adequacy, the audit of the operation of the system, and the review of the system itself. It is one of the most critical tasks facing every nation's educational institution, so that the societal demands for improved education service delivery would achieve the best learning outcomes that enhance the quality of life of the citizenry.

The realization of quality control practices in schools is through quality control mechanisms. Quality control mechanisms are those strategies adopted to ensure that goals are achieved. Those mechanisms include monitoring, evaluation, supervision, inspection, accreditation, assessment, auditing and control. Monitoring as one of the mechanisms of quality control refers to the process of collecting data at interval about ongoing projects or programme within the school system. The aim of this is to access and know the level of performance with a view of finding out how a set objective are being met (Duque & Weeks, 2010). Monitoring in this context is refers to the ability of those responsible to periodically access both the personnel and facilities to make sure that they are up to date in other to

achieve the objective in the system. This includes the teachers, non-academic staff and the facilities.

Supervision is another mechanism of quality control and quality control which might involves inspection, but goes beyond inspection and includes attempt at bringing about improvement in the quality of instruction. It is a way of advising, grinding, refreshing, encouraging and stimulating staff (Dilshad, 2010)). To ensure quality control in schools through effective school supervision, the researcher stated that the primary responsibility of supervisor is to see that high standards are maintained and that schools are run in accordance with laid down regulations. By implications, the supervisors are seen to be fulfilling controlling, coordinating and communicating roles as guardian of educational standard. Supervision is an important component of quality control strategy in education that would ensure maintenance of high standards in public schools. It could be deduced that quality control mechanism in education is the totality of the combination of such indispensable variables as quality teachers, quality instructional materials, good leadership and quality infrastructure like classrooms, seats, tables and chalkboard among others that make educational system attractive and livable. Evaluation, this is a formal process carried out within a school setting. It is based on available data which are used to draw conclusions. It could be formative or summative.

The aim of evaluation as a quality control mechanism is to see how the system can be assisted to improve on the present level of performance. Inspection in this regards usually involves an assessment of available facilities and resources in an institution with a view to establishing how far a particular institution has met prescribed standards. It is more of an assessment rather than an improvement induced exercise. Quality control practices in public universities are yet to rise to its peak. Consequently, in some public universities in the area, the employments of unqualified teachers are still in the system which put their students below from competing with their counterparts in universities outside Nigeria, especially developed countries. Also important is the inadequate facilities in many schools in the zone which has characterized poor quality education in public universities. Schools cannot boast to have enough classrooms, laboratory equipment, outstanding library facilities, gross inadequate learning facilities, poor infrastructure and poor teachers' professional self-development etc. These have in one way or the other contributed to students' poor performance in the society as well as leading to poor educational advancement of the nation. Based on the foregoing, the researcher was interested in investigating how quality control mechanisms foe goal attainment in public universities in Rivers State.

Statement of the Problem

University education is essentially an organization set up to produce quality workers for national development by training. In order to meet up this anticipation, Nigerian government set out quality control measures. These quality control measures like adequacy of human resources, adequacy of material resources, policy implementation, funding academic regulations, record keeping, input monitoring and input evaluation have been or are being implemented satisfactorily but there is evidence of complain of unsatisfactory for some year. Meanwhile, there is no sustainable development in public universities in the country as reported by (Nethi, 2005). University education in Nigeria over the years has witnessed a

decline in standards due to high level of decadence. As a result of the seemingly declining quality of Nigeria university education in recent years, the accolades attached to her university education also seem to be fading away.

The condition seems disturbing when seen against the base that Nigeria which once filled in as the core point of university education in the West Africa presently has her university education in a deplorable state. This development revolves around many factors ranging from the crumple of vital infrastructure and inadequate school staff to increase in academic programme and students without equivalent increase in financial support. The recent development in the Nigerian university system and its poor rankings in Africa and the world in general show that all is not well as expected with respect to quality' university system. In as much as one cannot say absolutely about the criteria implied in the ranking of the universities, it does however show a trend of relative qualities among countries. In spite of the above situation, NUC had put in place and continues to pursue qualitative university education through its accreditation exercises. Then one begins to wonder if actually there is a relationship between quality control measures and sustainable development in public universities. The issue this study sought to clear is whether the quality control mechanisms facilitate goal attainment of public universities in Rivers State.

Aim and Objectives of the study

This study examined quality control mechanisms for goal attainment of public universities in Rivers State. Specifically, this study sought:

1. Determine the extent accreditation of human resources enhance goal attainment of public universities in Rivers State.
2. Analyze the extent assessment of material resources enhance goal attainment of public universities in Rivers State.
3. State the extent auditing of policy implementation enhance goal attainment of public universities in Rivers State.

Research Questions

The study provided answers to the following questions:

1. To what extent does accreditation of human resources enhance goal attainment of public universities in Rivers State?
2. To what extent does assessment of material resources enhance goal attainment of public universities in Rivers State?
3. To what extent does auditing of policy implementation enhance goal attainment of public universities in Rivers State?

Hypotheses

The Following hypotheses were formulated for the study and were tested at 0.05 levels of significance:

HO1: There is no significant difference between the mean responses of male and female academic staff on the extent accreditation of human resources enhance goal attainment of public universities in Rivers State.

HO2: There is no significant difference between the mean responses of male and female academic staff on the extent assessment of material resources enhance goal attainment of public universities in Rivers State.

HO3: There is no significant difference between the mean responses of male and female academic staff on the extent auditing of policy implementation enhance goal attainment of public universities in Rivers State.

Theoretical Framework

This study is anchored on the System Theory of by Karl Ludwig Von Bertalanffy (1950).

Systems theory by Karl Ludwig Von Bertalanffy (1950)

Karl Ludwig Von Bertalanffy was an Austrian biologist known to be the founder and chief proponents of the systems theory propounded in 1950. The system theory was developed in an effort to give alternative to conservative models of organization. Systems theory attempts to find predictable patterns of behavior of these systems, and generalizes them to systems as a whole. The stability, growth, or decline of a system will depend upon how well that system is able to adjust or be adjusted by its operating environment (boundary condition). All systems will exist to accomplish some purpose (work function) that must also aid in the maintenance of the system (thermodynamic imperative) or else cease to operate as that defined system (system failure). The goal of systems science is systematically discovering a system's dynamics, constraints, conditions, and elucidating principles (purpose, measure, methods, tools and among other.) that can be discerned and applied to systems at every level of nesting, and in every field for achieving optimized equifinality. The systems theory has three features: structure, function, and development. The structure is the sum of elements and connections between them. Functions concern the flows (exchange relationship) which occupy the connections, whereas, development represents the changes in both structure and function that may take place over time. The function aspect, which concerns the flow or exchange relationship, is also known as the input/output component. The input/output relationships show how a change in input may produce changes in system response or output (quality graduates, policy implementation, good administration, record-keeping policy among others.) and how this would lead to a steady state of affairs.

This study was hinge on systems theory because is in relation to maintaining quality in the university education. This theory implication and relevance to the presents study is that output of universities in cannot be significantly separated from the input. The quality of input has an effect on the quality of output. Based on the theory, the poor-quality input in the form of unequipped lecturers, poor funding, and lack of standard facilities in universities in Nigeria may be responsible for the quality of graduates, supervision of learners, practice of policy implementation and curriculum planning. Thus, quality control has to start right from the admission process of students into universities and the process that will lead to the end products (graduates). Therefore, if the quality of input is to be improved, the quality of output will accordingly improve and usher in sustainable development of the university programmes in the state and Nigeria as a whole.

Conceptualizations:

The Concept of Quality Education

The word 'quality' in advance learners' dictionary denotes a standard of something compared to others, something good, grade of excellence or worth. Put it differently, quality is not anything sub-standard but anything that has degree of high rating. Obviously, the education sector has falling short of the above. That is why parents are sending their children with their little resources to private schools paying high school fee with the belief that they are of higher quality than government schools. Families are also paying for after-school tuition as they don't believe that private or government schools can fully provide what their children needs. Others even engage teachers for private lessons at home besides buying of modern electronic learning materials that are all around us. All these duplications of efforts are pointing to one singular fact, there is no more quality in our education as it used to be. Hulme, a professor of development studies arguably states that "Quantity is a political priority, but quality which is important, isn't spoken about. Why has quality decreased so much, and why is it so bad in many countries?" (Obasi, 2010). What then is qualitative education? It is not too easy to define or give a universal description of the term "quality education". However, according to Thom-otuya & Inko-Tariah, (2016) states that "quality education is one that welcomes the learner and can adapt to meet learning needs, it is inclusive". For the purpose of proper understanding, this paper identifies the following as indices of quality education.

i   Proper funding
ii Conducive and appropriate teaching and learning environment
iii Effective quality control to ensure standard
iv Sufficient classrooms/staff quarters
v   Adequate and proper equipment and teaching aids
vi Good motivation of staff.

Obasi (2010) on his own part identifies four (4) indicators of quality education which are:
i   Effective and efficient performance of graduates in the society
ii Employability
iii Level of discipline and patriotism of graduates
iv High rating of an institution/ school and its products nationally and internationally.

Quality education according to UNICEF (2000) is characterized by:
i   Learners who are healthy, well-nourished and ready to participate and learn, and supported by their families and communities
ii Environments that are healthy, safe, protective and gender-sensitive and provide adequate resources and facilities
iii Content of teaching that reflects relevant curricula and materials for acquisition of basic skills especially in areas of literacy and others.
iv Processes through which trained teachers use children-centered approaches in a well-managed classrooms and skillful assessment to facilitate learning and reduce disparities.

The literature so far suggests that quality is both a quantitative and a qualitative issue. Its indicators should therefore convey notions of quantity and quality (Dare, 2005). Van den Berghe (1997) defines quality indicators of education as performance indicators that refer to a

quality characteristic or objective, thus alluding to the broad context of performance evaluation in which the learners operate. It may also be understood in terms of a figure that describes quality characteristic or the achievement of quality objectives. In matters of indicators therefore, concepts such as efficiency, relevance, importance and adequacy cannot be ignored. In his presentation at the EdQual National Consultative Workshop, Ankomah (2005) provides a continuum comprising three main steps necessary for identifying indicators in educational quality:

S/N	Indicator	Objective	Formula
1.	Students-teacher ratio	To measure the quality of education	Number of students/ Number of teachers.
2.	Class size	To measure quality of education	Number of students/ Number of classes.
3.	Percentage of qualified teachers	To measure the quality of education	Number of qualified teachers/Total number of teachers
4.	Repetition rate	To evaluate educational efficiency	Number of a cohort of students that achieve Grade 12/Number of a cohort of students enrolled in Grade 1
5.	Percentage of educational expenditure in relation to GNP	To measure the efficiency of the educational system	Number of repeating students/Total number of students
6.	Proportion of "Specialized education" teachers in the teaching staff	To measure the efficiency of management system	Educational expenditure/ GNP
7.	Proportion of expenditure on "specialized" education in the total expenditure	To evaluate the weight of "specialist" Teachers in the teaching staff	Number of specialist teacher/Number of total teaching staff
8.	Expenditure on education	To measure the support of education policy on "specialized education"	Expenditure on specialized education/ Total expenditure on education
9.	Expenditure on education	To measure the importance of policy	Education expenditure/ Total expenditure
10.	Per capita cost	To measure the cost of education	Total expenditure/Number of Students

Source: Dare, A. (2005)
Figure 1: Indicators of Quality

Indicators of Quality, a paper presented at the National Consultative Workshop on Implementing Quality in Low Income Countries, Accra. Associated with these indicators are such critical issues as the following:

Student Achievement One indicator of schooling quality is students" scores on internationally, standardized or nationally comparable tests of achievement in knowledge, skills, behaviour, and attitudes. The effects of non-school inputs, such as parental background, would have to be taken into account. Tests of cognitive 8 achievement are good predictors of students" future earnings (Bishop, 1992; Boissiere, Knight, & Sabot, 1985). Evidence also shows that test scores are highly correlated with economic performance in aggregated data. Hanushek & Kimko (2000) found that test scores are positively related to growth rates of real per capita GDP in cross-country studies. This indicates that the quality of education, in addition to the quantity, is an important ingredient of human capital formation.

School Resources: Resources available to the students in schools can influence the students" achievement. Various indicators such as students-teacher ratios, expenditure per student, teacher salary and educational level, availability of teaching materials can measure these resources. Although certain teaching strategies can be effective even for very large classes, students are often unruly in these settings. Moreover, teachers in large classes tend to focus more on rote learning, rather than on problem solving skills (Psacharopoulos & Woodhall, 1985). Another resource of a school necessary for achieving quality is the intensity of operation. The length of the term indicates how intensively schools are operated but can also be a signal of how importantly school education is perceived in a society.

Students-Teacher Ratios: Actual class size may be larger than measured pupil-teacher ratios because of teacher absenteeism and specialization. On the other hand, class sizes would be lower than observed pupil-teacher ratios in multiple-shift systems (where students attend school on double or triple shift rather than at the same time). Some researchers argue that measured pupil-teacher ratios are reasonable approximations of actual class sizes, especially, at primary schools (Lockheed et. al., 1991). Education quality is much higher when the pupil-teacher ratio is much lower and this improves students" achievement.

School Enrolment: One initial issue is the age at which children are enrolled for the first time. While university education is officially meant to start at age 16 in most countries, late enrolment is common in Nigeria, for a variety of reasons, e.g. children's participation in family economic activities and the difficulty of walking to distant schools.

Retention, Repetition and Dropout Rates in School: Once children are enrolled, it is crucial to ensure that they remain at school long enough to complete the curriculum and acquire basic skills. For a variety of school or family-related reasons, large numbers of children drop out of school, or more accurately, are pushed out (e.g. by the costs of schooling or by a child-unfriendly environment in the classroom) or drawn out to participate in household economic activities before completing school. In Nigeria, the government has currently introduced a policy of free feeding of pupils and banned all fees at the basic schools in order that money does not become an inhibitive factor for pupils" access to quality education (National

Consultative Workshop group report, November, 2005). 9 Level of pupils repeating a class also determines the quality of the education system. High repetition rate will indicate a lower quality of schooling or a lower level of ability amongst students. Repetition rate is measured as the percentage of repeaters in the total number of students enrolled at a given level. The rate of repetition would, however, also be influenced by variations in the promotion standards of schools. Repetition rates at the primary level are much higher in developing countries. Similar repetition rates are experienced at the secondary level.

Teacher Quality: How teachers are prepared for teaching is a critical indicator of education quality. Teacher quality depends not only on observable and stable indicators but also on the quality of training they receive. It also depends on the behaviour and the nature of the relationship teachers maintain with their pupils or students. The potential indicators deal with such aspects as: - academic qualification - pedagogical training - years of service/experience - ability or aptitude - content knowledge Preparing teachers for the challenges of a teaching career means equipping them with subject specific expertise, effective teaching practices, an understanding of technology, and the ability to work collaboratively with other teachers, members of the community and parents. Available data suggest that large proportions of primary school teachers in developing countries particularly in sub-Saharan Africa lack adequate academic qualifications, training and content knowledge. Preparing teachers begins with the selection of those who are to enter teacher training (UNESCO 2004). Countries have set standards that define the entry qualification of individual to be trained as teachers. In many developing countries these standards are relatively low due to the difficulty in attracting persons with higher qualifications to train as teachers. Yet research shows that students tend to learn more from teachers with strong rather than weak academic skills (Ballou, 1996; Ehrenberg & Brewer, 1994), For instance, countries like Lesotho, Malawi and Tanzania have large proportions of their primary classes taught by teachers who only hold a lower secondary qualification or less (UIS 2001), In Nigeria, although the entry qualification for teacher training is six subjects in the Senior Secondary School Certificate Examination (SSSCE), a study has revealed that an average of 65% of candidates admitted had very poor entry qualifications of aggregates between 21 and 24. Thus only 35% entered with relatively better aggregates of 6-20 (Ankomah, 2005).

Teacher's Knowledge of Subject: The level of teachers" knowledge of subject is crucial and has been shown to be a good predictor of student achievement (Darling-Hammond, 2000). In many developing countries, levels of subject knowledge are a problem. In Nigeria, as an example, lack of professional mastery of vernacular by teachers has been a major cause of the poor teaching of children's first language (L1) in schools. 10 Very few teachers are sufficiently trained in the Nigeriaian languages to be able to teach them. Because most teachers do not understand the predominant language (L1) of the locality where they are posted to teach, they are compelled to use English as a medium and subject of instruction at all levels (Mrs Agyeman-Duah, Director, Curriculum Research and Development Division, GES)

Teacher Absenteeism: Teacher absenteeism, a persistent problem in many countries, reduces the quality of education and results in a waste of resources. In 2003, a World Bank study revealed that in Uganda and Zambia, the shares of teachers who had been absent in the

previous week before the visit of researchers were 26% and 17%, respectively (World Bank, 2004, cited in Global Monitoring Report 2005). In Nigeria, teacher absenteeism, especially in rural schools, has been a recurring concern for educational authorities. High levels of teacher absenteeism generally indicate severe dysfunctions in the school system, but they have many different direct causes. Lack of professional standards and lack of support and control by education authorities and cultural demands are major issues in Nigeria. In a study of rural schools in one district of Nigeria, as an example, it was observed that most teachers absented themselves from school on Fridays to attend funerals (Oduro & MacBeath, 2003). Absenteeism is not peculiar to Nigeria.

Moses (2000) observed that teachers absent themselves when they have to travel to obtain their monthly pay, while Michaelowa (2002) attributed absenteeism to a situation where conditions compel teachers to take on a second job to supplement insufficient salaries. A major problem with which most African Ministers of Education grapple in recent times is teacher shortage. At the 2000 World Education Forum held in Dakar, as an example, attracting and retaining qualified teachers in the teaching profession emerged as a major threat to achieving the Millenium Development Goal of providing Education for all (EFA) by 2015 (Nilsson, 2003). In Nigeria only about 8000 newly trained teachers are turned out from 38 teacher training colleges annually, yet the Nigeria Education Service (GES) encounters problems in staffing primary schools due to teacher attrition arising from various causes that continue to compound the already existing shortage situation (MOES,2005).

One rural headteacher described the shortage problem as follows: „At present we're only three teachers in the school so we combine the classes It's not easy at all It is difficult preparing lesson notes for combined classes It affects the way I teach the children. I know it doesn't help the weak ones but it's not my fault I'll be blamed if I don't meet targets" (Primary teacher, in Oduro & MacBeath, 2003). In the rural-based schools the problem has gender dimensions, in that women are acutely underrepresented in school headship. The male headteachers expressed grave concern about the gender imbalance of teaching staff, attributing this to women's unwillingness to take up teaching posts in deprived areas. This, they lamented, „has wider effects on girls' attitudes to learning". Some girls felt that it wasn't worth studying hard or even coming to school because the female role models they encountered in the villages were either farmers, seamstresses or fishmongers and housewives who „give plenty birth" (Oduro & MacBeath, 2003). Therefore, quality education cannot be less and much more than all that have been stated above.

Constraints against Quality Education in Nigeria.
Scholars have identified several factors militating against sound education in Nigeria to include:
i   Inadequate funding
ii   Lack of qualified teachers
iii Inadequate infrastructural facilities
iv   Poor education policy
v   Incessant strikes
vi   Examination malpractice
vii Poor reading culture among the students

viii   Moral degeneration in the society etc.

Educational Quality Control

Quality Control (QC) is a process undertaken to ensure that the standards and goals of an operation are both realistic and being met. In education, quality control is an important issue, as parents, students, and educators want to ensure that all students receive adequate training for the future. There are many methods of quality control in education, including standardized testing, teaching review, and training.

Quality control is a comprehensive practice that aims to promote the performance of organizations through the cultivation of sound quality culture. It is also the development of a set of values and convictions that make every employee aware of the fact that quality is the main goal of his organization. Quality control is a procedure or a set of procedures intended to ensure that a manufactured product or performed service adheres to a defined set of quality criteria or meets the requirements of the client or customer. Quality control is similar to, but not identical with quality control. Quality Control is defined as a procedure or set of procedures intended to ensure that a product or service under development (before work is complete, as opposed to afterwards) meets specified requirements. Quality Control is sometimes expressed together with Quality Control as a single expression like quality assurance and control (QA/ QC).

With regards to education, the international institute for educational planning (LLEP) views quality from different perspective. The first is from the internal criteria of the system such as profile expiration and the external criteria which are the fitness and relevance of such on education to its environment. Arikewyo (2004) views quality in education to be judged by both its ability to enable the students performs well in standard examinations and relevance to the needs of the students, community and the society as a whole. He finally concluded that quality severs as determination of gradations based on standard of excellence beneath which a mark of inferiority is imposed or adduced and above which grades of superiority are defined. However, quality control is related to quality control, but it functions in a rather proactive manner in the sense that quality control serves as series of operational techniques and activities used to fulfill that requirement are met. While quality control goes beyond that, because it extends the focus from outcomes or outputs to the process which produces them.

Quality control is a central feature of organizational performance. It is an essential part of management activities of people and directing their efforts towards the objectives of the organization. There must be an appropriate from of behavior to enhance performance. Akinboye (2005) defines quality control as inducing followers to act for certain goals that represent the values and the motivations, the wants and needs, the aspirations and expectations of both leaders and followers.

The school Administrator is an implementor, facilitator and evaluator of education programmes. He is a synergist, teacher of teachers, an organizational designer, a political statesman and an accountability monitor. He must be aware of interpretations of equal opportunity, programme design, trends in curricular and personnel administration and of local community moves. In this view, the school Administrator is less a Bureaucrat and move of a leader and facilitator. He is expected to understand individuals and groups and to utilize their individual talents rather than just manage an organization with fixed positions to be filled by

replaceable, standardized parts. This type of administrator needs more than training in scheduling classes, disciplining students, increasing efficiency and managing an organization. He needs professional assistance in identifying and interpreting differences and likeness among individuals and groups. Further, he needs to control and organize collective efforts toward positive ends so as to ensure quality in the system.

The concern for quality has been at the core of the motivating forces for reforms in education. Ajayi and Adegbesan (2007) see quality as the total of the features of a process, product or service on its performance, in 'customers' or 'clients' perception of the performance. It is not just a feature of a finished product or services but involves a focus on internal processes and outputs and includes the reduction of wasted and the improvement or productivity. Taking a cue from the above definition, Fadokun (2005) characterized quality by three interrelated and interdependent strands; (i) Efficiency in the meeting of its goals, (ii) relevance to human and environmental conditions and needs, (iii) something more that is the exploration of new ideas, the pursuit of excellence and encouragement of creativity.

University Quality Control Mechanisms

This section describes the different mechanisms to quality that can be taken by quality control systems. Quality control agencies can adopt one or more of these according to different educational systems and traditions (Woodhouse, 1999). The three main mechanisms to quality are accreditation, assessment and audit. Accreditation and evaluation (which includes assessment and audit) differ in their perspectives. Both accreditation and assessment monitor the quality of teaching and learning, while audit focuses on internal procedures adopted by a HEI in order to achieve its objectives.

Accreditation as a Quality Control Mechanism for Goal Attainment

Accreditation is an evaluation of whether an institution or programme meets a threshold standard and qualifies for a certain status. Obtaining accreditation may have implications for the HEI itself (e.g. permission to operate) and/or its students (e.g. eligibility for grants) (Woodhouse, 1999). The focus of accreditation is comprehensive, examining the mission, resources, and procedures of a HEI or programme (Dill, 2000). The output of an accreditation is a yes/no decision, though graduations are also possible (Woodhouse, 1999). Accreditation is a widely used method in quality control in OECD countries. In the United States accreditation of both programmes and institutions is the main quality control method (Eaton, 2004). Accreditation of programmes is used on a regular basis by about half of the European quality control agencies. This method is frequently used in German-speaking countries, in the associated countries, by the Dutch and also Nordic and southern agencies. Accreditation of institutions is done on a regular basis by 22% of the agencies in Europe, e.g. by German, Austrian agencies and some in the associated countries. Accreditation procedures can also focus on QAAs; for instance, one of the tasks of the German Akkreditierungsrat is to accredit other agencies (ENQA, 2003). US accrediting organisations also undergo a periodic external review based on specific standards, this process is known as 'recognition' (Eaton, 2004).

Assessment as a Quality Control Mechanism for Goal Attainment

Assessment is an evaluation that makes graded judgements about quality, in this respect it goes beyond accreditation that makes a binary judgement (Dill, 2000). Assessment

asks "how good are your outputs?" The output of an assessment is a quantitative evaluation, a grade (whether numeric, literal or descriptive) (Woodhouse, 1999). Programme and institutional assessments are widely used by European QAAs. Programme assessment is one of the most frequently used methods. It is done on a regular basis by 53% of the European agencies, mainly in the Nordic, Dutch or English-speaking countries. Focusing on programmes is particularly frequent in the non-university sector. Institutional assessment is less widespread; 22% of the European agencies are using it regularly (ENQA, 2003).

Audit as a Quality Control Mechanism for Goal Attainment

A quality audit checks the extent to which the institution is achieving its own explicit or implicit objectives (Woodhouse, 1999). As cited in Woodhouse (1999) "ISO (Standards New Zealand, 1994) defines quality audit as a three-part process, checking 1) the suitability of the planned quality procedures in relation to the stated objectives; 2) the conformity of the actual quality activities with the plans; and 3) the effectiveness of the activities in achieving the stated objectives". Audit asks 'are your processes effective?' The output is a description of the extent to which the claims of the HEI are correct (Woodhouse, 1999). Academic audits are carried out at the institution level. However, unlike accreditation or assessment, audits do not aim at making a comprehensively review a HEI's or programme's resources and activities, nor do they directly evaluate the quality of teaching or learning. Rather audits focus on those processes implemented by HEIs in order to assure and improve the quality teaching and learning (Dill, 2000). In Europe institutional audit is regularly used by 28% of the quality control agencies. It is used on a regular base in Ireland and the UK and by some of the agencies in Nordic and associated countries. The use of programme audits is not very common in European quality control (ENQA, 2003).

Empirical Studies

Iniobong (2013) in his study challenges of globalization and quality assurance in Nigerian university 'education, was carried out to examine the condition of quality assurance measures in Nigerian universities with the end goal of proffering mechanisms that would upgrade the quality of education acquired in the institutions The population size is 624, which comprised of professors in federal universities in the south-south, Nigeria. The stratified sampling technique was used in sampling of 225 professors in sampled universities. Two null hypotheses were tested at 0.05 alpha levels, using t-test analysis. Data collection was done with the use of a structured questionnaire tagged "Quality Assurance in Nigerian University Education" (QANUE). The calculated t-values were less than the critical t, leading to the retention of the two null hypotheses. It was therefore concluded that the quality of Nigerian University Education is low and cannot measure up globally due to the poor state of quality assurance mechanisms in the universities. Based on this, measures for improving the quality of Nigerian university education were recommended to include adequate funding, updated libraries, well equipped laboratories and workshops, provision of instructional materials and school infrastructure, lecturer motivation and proper supervision. The study by Iniobong (201 3) area of study is South- South zone while the present study is to cover South-East zone of Nigeria. Both studies are the same in context which is quality.

Olufunwa, Waziri and Olorunmolu (2014) carried out a study on funding of educational administration programmes for quality assurance in universities in Kaduna state. The purpose of the study was to determine the funding of educational administration programmes in universities in Kaduna state. The population involved in the research comprised of 30 educational administrators and 60 educational administration students from the two universities in Kaduna state Three research questions were poised for the study. The instrument was face approved by three validates from the field of educational administration The statistical method used for data analysis was mean and standard deviation with respect to the three research questions used while the hypotheses were tested using t-test statistical tool. The study revealed that there is the need for funding of educational administration programme for quality assurance and one of the major reasons for poor funding was as a result of merging educational administration programme with general education. Recommendations. were made among which are diversified sources of generating revenue should be adopted to complement government efforts and management of educational administration programme should be separate from other types of education to enhance quality assurance on the programme.

Obiekezie, Ejemot-Nwadiaro, Essien and Timothy (2014) conducted a research on Academic Quality Control in Nigerian Universities: Exploring Lecturers' Perceptions. This research investigated their impression of factors that are essential to quality control in Nigerian universities. The population for the study was 500 academic staff from public universities in South South, Nigeria, Five research questions which was analysed using simple percentages guided the study. The result showed that according to the lecturers; availability of an adequate number of qualified staff, students' attitude to study, and early publication of students' examination results, availability of well-equipped laboratories and workshops. and funding of higher education were the most significant variables in educational quality control. However, the present study is related to this in the sense that it was carried out within the context of quality control in university education. However, it differs in area of study.

The study of Obiekezie et al. (2014) is related to the present study because both studied are concerned with quality assurance in university education, however the study is basically on one of the aspects of the present study which is funding of university education as a quality control measure. However, the two studies differ on the basis of the population and location. Since Olufunwa et al focused on funding of educational administration programme and educational administrative lectures and students were used for the study and it took place in Kaduna state. The present study has a wider geopolitical coverage which is the South east zone and the population will comprise senior academic and senior non-academic staff of universities. The focus of this present study is quality control measures as a determinant of sustainable development of universities in south east Nigeria.

Fasasi and Oyeniran (2014) conducted a study on Principal's Quality Assurance Strategies in Osun state Secondary Schools, Nigeria. The researcher employed a descriptive survey research design. Five hypotheses tested using t-test at 0.05 level of significance guided the study. Stratified random sampling technique was used to select 400 respondents made up of 380 teachers and 20 principals. Questionnaire and students' academic performance checklist was used for data collection. The findings among others that principals have not been organizing seminars and workshops in their schools for quality assurance. This study related to

the present study in the sense that they are within the context of quality assurance in schools. However, while the study focused on assessment of principals' quality assurance strategies in secondary schools in Osun state, this present study focused on quality control measures as a determinant of sustainable development in universities in the South East geopolitical zone of Nigeria. Both utilises the same sampling techniques.

Methodology

The study employed descriptive research survey design. The population of the study consisted of all the lecturers in public universities in Rivers State. The study comprised University of Port Harcourt (UNIPORT), Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUE) lecturers of all the departments and faculties in the institutions. At the time of the study, the total number of teaching staff in University of Port Harcourt was 1472, Rivers State University is 547, while Ignatius Ajuru University of Education 438 and the, making a total of 2,457 teaching staff of the universities. Twenty five percent (25%) of the total population was used to represent the sample of the study. The sample of the study was 614 lecturers from the three universities in Rivers State. Proportional sampling was used to select 294 lecturers from UNIPORT, 109 from RSU and 88 from IAUE. The instrument for data collection is a questionnaire tagged "Quality Control Mechanisms for University Goal Attainment Questionnaire (QCMUGAQ)". The items on the instrument were structured after 4-point Likert scale ranging from 1 = Very Low Extent (VLE), 2 = Low Extent (LE), 3 = High Extent (HE) and 4 = Very High Extent (VHE).

The instrument was validated by two experts in Educational Management to evaluate the instruments' content and face validity. The Cronbach Alpha reliability index of 0.79 guaranteed the use of the instrument at 0.05 level of significance. Test re-test method was used to establish the reliability of the instrument. 30 copies of the instrument were given to respondents outside the selected sample size. Descriptive statistics (mean, standard deviation) was employed to answered all the research questions while t-test statistic was used to test hypotheses at 0.05 Alpha level. All the statistical analysis was aided by Statistical Package of the Social Sciences (SPSS) version 25.

Results and Discussions

Research Question One: To what extent does accreditation of human resources enhance goal attainment of public universities in Rivers State?

Table 1: Mean response on the extent accreditation of human resources enhance goal attainment of public universities in Rivers State

N=579, Criterion Mean=2.50

S/N	To what extent does accreditation of human resources enhance goal attainment of public universities in Rivers State?	Mean	SD	Remark
1	Through accreditation as quality control mechanism, university staff qualifications are evaluated for effective goal attainment in the university.	3.68	0.73	High Extent
2	Through accreditation as quality control mechanism, university staff experiences are evaluated for goal attainment in the university.	3.66	0.69	High Extent

3	Through accreditation as quality control mechanism, university staff involvement in in-service trainings are monitored for goal attainment in the university.	3.87	0.46	High Extent
4	Through accreditation, university staff job performances are evaluated for goal attainment in the university.	3.69	0.71	High Extent
5	Through accreditation as quality control mechanism, university staff self-development programmes are appraised for effective goal attainment in the university.	3.62	0.77	High Extent
6	Through accreditation as quality control mechanism, university staff teaching methods are appraise for effective goal attainment in the university.	3.73	0.49	High Extent
7	Through accreditation as quality control mechanism, university staff' students' recording are evaluated for goal attainment in the university.	3.70	0.72	High Extent
8	Through accreditation as quality control mechanism, university staff' students' grading system are evaluated for goal attainment in the university.	3.67	0.65	High Extent
9	Through accreditation as quality control mechanism, university staff's students' recordings are checked for goal attainment in the university.	3.76	0.57	High Extent
10	Through accreditation as quality control mechanism, university staff's student's passage in their respective courses checked for goal attainment in the university.	3.72	0.51	High Extent
	Grand Mean	**3.71**	**0.63**	**High Extent**

Male= 377, Female= 202

The data in table 1 showed that the extent accreditation of human resources enhanced goal attainment of public universities in Rivers State were high (Mean=3.71, SD=0.63). The table also showed that through accreditation as quality control mechanism, university staff qualifications are evaluated for effective goal attainment in the university (Mean=3.68, SD=0.73), through accreditation as quality control mechanism, university staff experiences are evaluated for goal attainment in the university (Mean=3.66, SD=0.69), through accreditation as quality control mechanism, university staff involvement in in-service trainings are monitored for goal attainment in the university (Mean=3.87, SD=0.69), through accreditation, university staff job performances are evaluated for goal attainment in the university (Mean=3.87, SD=0.46), through accreditation as quality control mechanism, university staff self-development programmes are appraised for effective goal attainment in the university (Mean=3.69, SD=0.71), through accreditation as quality control mechanism, university staff teaching methods are appraise for effective goal attainment in the university (Mean=3.62, SD=0.77), through accreditation as quality control mechanism, university staff' students' recording are evaluated for goal attainment in the university (Mean=3.73, SD=0.49), through accreditation as quality control mechanism, university staff' students' grading system are evaluated for goal attainment in the university (Mean=3.70, SD=0.72), through accreditation as quality control mechanism, university staff's students' recordings are checked for goal attainment in the university

(Mean=3.67, SD=0.65), through accreditation as quality control mechanism, university staff's student's passage in their respective courses checked for goal attainment in the university (Mean=3.72, SD=0.51) are the extent accreditation of human resources enhance goal attainment of public universities in Rivers State.

Research Question Two: To what extent does assessment of material resources enhance goal attainment of public universities in Rivers State?

Table 2: Mean response on the extent assessment of material resources enhance goal attainment of public universities in Rivers State

N=579, Criterion Mean=2.50

S/N	To what extent does assessment of material resources enhance goal attainment of public universities in Rivers State?	Mean	SD	Remark
1	Through assessment as quality control mechanism, university projection materials are checked for goal attainment in the university.	3.83	0.44	High Extent
2	Through assessment as quality control mechanism, university materials for distance learning are examined for goal attainment in the university.	3.86	0.40	High Extent
3	Through assessment as quality control mechanism, university database of students is examined for goal attainment in the university.	3.80	0.49	High Extent
4	Through assessment as quality control mechanism, university infrastructures are examined for goal attainment in the university.	3.72	0.73	High Extent
5	Through assessment as quality control mechanism, university administrative materials are examined for effective goal attainment in the university	3.37	0.78	High Extent
6	Through assessment, university students' hostels are assessed for students' comfort.	3.90	0.33	High Extent
7	Through assessment as quality control mechanism, university staff lodgments and furniture are examined for for goal attainment in the university.	3.81	0.41	High Extent
8	Through assessment as quality control mechanism, university staff offices are check for standard for effective university goal attainment.	3.75	0.53	High Extent
9	Through assessment, university staff offices are check for standard in the university.	3.68	0.73	High Extent
	Grand Mean	**3.75**	**0.54**	**High Extent**

Male= 377, Female= 202

The data in table 2 showed that the extent assessment of material resources enhanced goal attainment of public universities in Rivers State were high (Mean=3.75, SD=0.54). The table also showed that through assessment as quality control mechanism, university projection materials were checked for goal attainment in the university (Mean=3.83, SD=0.44), through assessment as quality control mechanism, university materials for distance learning are

examined for goal attainment in the university (Mean=3.86, SD=0.40), through assessment as quality control mechanism, university database of students is examined for goal attainment in the university (Mean=3.80, SD=0.49) through assessment as quality control mechanism, university infrastructures are examined for goal attainment in the university (Mean=3.72, SD=0.73), through assessment as quality control mechanism, university administrative materials are examined for effective goal attainment in the university (Mean=3.37, SD=0.78), through assessment, university students' hostels are assessed for students' comfort (Mean=3.90, SD=0.33), through assessment as quality control mechanism, university staff lodgments and furniture are examined for goal attainment in the university (Mean=3.81, SD=0.41), through assessment as quality control mechanism, university staff offices are check for standard for effective university goal attainment (Mean=3.75, SD=0.53), through assessment, university staff offices are check for standard in the university (Mean=3.68, SD=0.73) are the extent assessment of material resources enhance goal attainment of public universities in Rivers State.

Research question Three: To what extent does auditing of policy implementation enhances goal attainment of public universities in Rivers State?

Table 3: Mean response on the extent auditing of policy implementation enhances goal attainment of public universities in Rivers State
N=579, Criterion Mean=2.50

S/N	To what extent does auditing of policy implementation enhances goal attainment of public universities in Rivers State?	Mean	SD	Remark
1	University auditing as quality control mechanism of policy on studentship helps for the effective goal attainment.	3.66	0.69	High Extent
2	University auditing as quality control mechanism of policy on unit of courses to be taking by students each semester and session helps for the effective goal attainment.	3.76	0.57	High Extent
3	Auditing as quality control mechanism of university students' graduation class grades helps for the effective goal attainment.	3.72	0.51	High Extent
4	Auditing as quality control mechanism of university students' graduation class grades helps for the effective goal attainment of the university.	3.83	0.44	High Extent
5	Auditing as quality control mechanism of university admission process contributes to effective goal attainment of university.	3.86	0.40	High Extent
6	Auditing as quality control mechanism of university of students and teachers misconducts, contributes to effective goal attainment of university.	3.80	0.49	High Extent
7	Auditing as quality control mechanism of university education employed contributes to effective goal attainment of university.	3.72	0.73	High Extent
8	Auditing as quality control mechanism of university students contributes to effective goal attainment of university.	3.37	0.78	High Extent
	Grand Mean	**3.71**	**0.58**	**High Extent**

Male= 377, Female= 202

The data in table 3 showed that the extent auditing of policy implementation enhances goal attainment of public universities in Rivers State is high (Mean=3.71, SD=0.58). The table

also showed that university auditing as quality control mechanism of policy on studentship helps for the effective goal attainment (Mean=3.66, SD=0.69), university auditing as quality control mechanism of policy on unit of courses to be taking by students each semester and session helps for the effective goal attainment (Mean=3.76, SD=0.57), auditing as quality control mechanism of university students' graduation class grades helps for the effective goal attainment (Mean=3.72, SD=0.51), auditing as quality control mechanism of university students' graduation class grades helps for the effective goal attainment of the university (Mean=3.83, SD=0.44), auditing as quality control mechanism of university admission process contributes to effective goal attainment of university (Mean=3.86, SD=0.40), auditing as quality control mechanism of university of students and teachers misconducts, contributes to effective goal attainment of university (Mean=3.80, SD=0.49), auditing as quality control mechanism of university education employed contributes to effective goal attainment of university (Mean=3.72, SD=0.73), auditing as quality control mechanism of university students contributes to effective goal attainment of university (Mean=3.37, SD=0.78) are the extent auditing of policy implementation enhances goal attainment of public universities in Rivers State.

Testing of Hypotheses

Hypothesis One: There is no significant difference between the mean responses of male and female academic staff on extent does accreditation of human resources enhance goal attainment of public universities in Rivers State.

Table 4: Summary of t-test on the mean responses of male and female academic staff on the extent accreditation of human resources enhance goal attainment of public universities in Rivers State

Description	N	Mean	Std.	df	t-test	Sig.	Remark
Male	377	3.72	0.62	577	0.727	0.467	NS
Female	202	3.68	0.65				

NS= No Significant difference

The data in table 4 showed that the mean and standard deviation of male academic staff on the extent accreditation of human resources enhance goal attainment of public universities in Rivers State based on gender are 3.72 and 0.62 while the mean and standard deviation of female academic staff are 3.68 and 0.65. The t-test calculated value showed that there is no significant difference between the mean responses of male and female academic staff on the extent accreditation of human resources enhance goal attainment of public universities in Rivers State based on gender (t-test$_{cal}$ =0.727, sig.>0.05). Hence, the null hypothesis one is rejected at 0.05 level of significance of 577 degree of freedom.

Hypothesis Two: There is no significant difference between the mean responses of male and female academic staff on the extent assessment of material resources enhance goal attainment of public universities in Rivers State.

Table 5: Summary of t-test on the mean responses of male and female academic staff on the extent assessment of material resources enhance goal attainment of public universities in Rivers State

Description	N	Mean	Std.	df	t-test	Sig.	Remark
Male	377	3.76	0.53	577	0.636	0.525	NS
Female	202	3.73	0.56				

NS= No Significant difference

The data in table 5 showed that the mean and standard deviation of male academic staff on the extent assessment of material resources enhance goal attainment of public universities in Rivers State based on gender are 3.76 and 0.53 while the mean and standard deviation of female academic staff are 3.73 and 0.56. The t-test calculated value showed that there is no significant difference between the mean responses of male and female academic staff on the extent assessment of material resources enhance goal attainment of public universities in Rivers State based on gender (t-test$_{cal}$ =0.636, sig.>0.05). Hence, the null hypothesis one is rejected at 0.05 level of significance of 577 degree of freedom.

Hypothesis Three: There is no significant difference between the mean responses of male and female academic staff on the extent auditing of policy implementation enhance goal attainment of public universities in Rivers State.

Table 6: Summary of t-test on the mean responses of male and female academic staff on the extent auditing of policy implementation enhance goal attainment of public universities in Rivers State

Description	N	Mean	Std.	df	t-test	Sig.	Remark
Male	377	3.73	0.57	577	0.790	0.430	NS
Female	202	3.69	0.60				

NS= No Significant difference

The data in table 6 showed that the mean and standard deviation of male academic staff on the extent auditing of policy implementation enhance goal attainment of public universities in Rivers State based on gender are 3.73 and 0.57 while the mean and standard deviation of female academic staff are 3.69 and 0.60. The t-test calculated value showed that there is no significant difference between the mean responses of male and female academic staff on the extent auditing of policy implementation enhance goal attainment of public universities in Rivers State based on gender (t-test$_{cal}$ =0.790, sig.>0.05). Hence, the null hypothesis one is rejected at 0.05 level of significance of 577 degree of freedom.

Discussion of Findings
The extent accreditation of human resources enhances goal attainment of public universities in Rivers State

The data in table 4.1 showed that Through accreditation as quality control mechanism, university staff qualifications are evaluated for effective goal attainment in the university, through accreditation as quality control mechanism, university staff experiences are evaluated for goal attainment in the university, through accreditation as quality control mechanism,

university staff involvement in in-service trainings are monitored for goal attainment in the university, through accreditation, university staff job performances are evaluated for goal attainment in the university, through accreditation as quality control mechanism, university staff self-development programmes are appraised for effective goal attainment in the university, through accreditation as quality control mechanism, university staff teaching methods are appraise for effective goal attainment in the university, through accreditation as quality control mechanism, university staff' students' recording are evaluated for goal attainment in the university, through accreditation as quality control mechanism, university staff' students' grading system are evaluated for goal attainment in the university, through accreditation as quality control mechanism, university staff's students' recordings are checked for goal attainment in the university, through accreditation as quality control mechanism, university staff's student's passage in their respective courses checked for goal attainment in the university are the extent accreditation of human resources enhance goal attainment of public universities in Rivers State. Also, the data in table 4.4 showed that there is no significant difference between the mean responses of male and female academic staff on the extent accreditation of human resources enhance goal attainment of public universities in Rivers State. This finding supports ENQA (2003) Accreditation procedures can also focus on QAAs; for instance, one of the tasks of the German Akkreditierungsrat is to accredit other agencies.

The extent assessment of material resources enhances goal attainment of public universities in Rivers State

The data in table 4.2 showed that through assessment as quality control mechanism, university projection materials are checked for goal attainment in the university, through assessment as quality control mechanism, university materials for distance learning are examined for goal attainment in the university, through assessment as quality control mechanism, university database of students is examined for goal attainment in the university through assessment as quality control mechanism, university infrastructures are examined for goal attainment in the university, through assessment as quality control mechanism, university administrative materials are examined for effective goal attainment in the university, through assessment, university students' hostels are assessed for students' comfort, through assessment as quality control mechanism, university staff lodgments and furniture are examined for goal attainment in the university, through assessment as quality control mechanism, university staff offices are check for standard for effective university goal attainment, through assessment, university staff offices are check for standard in the university are the extent assessment of material resources enhance goal attainment of public universities in Rivers State. Also, the data in table 4.5 showed that there is no significant difference between the mean responses of male and female academic staff on the extent assessment of material resources enhance goal attainment of public universities in Rivers State. This finding supports Dill (2000) Assessment is an evaluation that makes graded judgements about quality, in this respect it goes beyond accreditation that makes a binary judgement.

The extent auditing of policy implementation enhances goal attainment of public universities in Rivers State

The data in table 4.3 showed that university auditing as quality control mechanism of policy on studentship helps for the effective goal attainment, university auditing as quality control mechanism of policy on unit of courses to be taking by students each semester and session helps for the effective goal attainment, auditing as quality control mechanism of university students' graduation class grades helps for the effective goal attainment, auditing as quality control mechanism of university students' graduation class grades helps for the effective goal attainment of the university, auditing as quality control mechanism of university admission process contributes to effective goal attainment of university, auditing as quality control mechanism of university of students and teachers misconducts, contributes to effective goal attainment of university, auditing as quality control mechanism of university education employed contributes to effective goal attainment of university, auditing as quality control mechanism of university students contributes to effective goal attainment of university are the extent auditing of policy implementation enhances goal attainment of public universities in Rivers State. Also, the data in table 4.6 there is no significant difference between the mean responses of male and female academic staff on the extent auditing of policy implementation enhance goal attainment of public universities in Rivers State. This finding supports Woodhouse (1999) a quality audit checks the extent to which the institution is achieving its own explicit or implicit objectives.

Conclusion

The study examined quality control mechanisms for goal attainment of public universities in Rivers State. The study found that accreditation, assessment and auditing are very vital for ensuring significant attainment of universities goal. Accreditation, assessment and auditing have to do with evaluation of both human and materials resources availability for mobilized for the purpose of teaching and learning as well as for the realization of university goal attainment. In terms of human resources, the mechanisms looked into staff qualifications, experiences, self-development, students database, level of infrastructure and environmental arrangements. Hence, the researcher concludes that, in order to maintain standards in the university education system, constant accreditation, assessment and auditing must be carried out from time to time.

Recommendations

Based on the results from the findings of the study, the following are hereby recommended, that:

1. The National Universities Commission should ensure due process in the accreditation of Nigerian University, this will help to improve quality of university education in the nation.
2. The government should carry out effective needs assessment to ascertain the challenges of universities in the state with the view of upgrading were necessary.
3. The university managements should not compromise their auditing process to encourage effective policy implementation in their schools.

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