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Programme Accreditation in Tertiary Education

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Abstract: Programme accreditation is crucial to tertiary institutions because of its ability to ensure quality assurance in the system. Programme accreditation is a mechanism designed in the tertiary institutions to ensure that academic programmes offered are of standard and meet various policies and quality of national and international standard. This paper discussed the barriers to effective programme accreditation in tertiary institutions in Nigeria. Employing secondary data that were obtained from online publications and print resources. The paper concluded that inadequate funding, shortage of academic staff, inadequate infrastructural facilities, brain-drain and strike actions are the barriers to effective programme accreditation in tertiary institutions in Nigeria. Based on these barriers identified, the paper recommended the following; increment in budgetary allocation to the tertiary institutions, employment of more adequate staff, provision of adequate infrastructural facilities, increment in salaries and welfare allowances of academic staff and implementation of agreement entered into with various unions in the tertiary institutions to prevent strike actions.

Keywords: Academic, Accreditation, Tertiary Institutions.

Introduction

Campbell & Rozsnyai, (2002), defined tertiary education as the teaching and learning or schooling, specifically for undergraduate/ graduate students, entered after successful completion of secondary education, which may include vocational post-secondary institution (leading to a certificate) and higher institution or education (leading to a degree), even though the designation is often used synonymously with higher education. Campbell & Rozsnyai further posited that tertiary education is formal, non-compulsory education that follows secondary education. They concludes that tertiary institution (education) is different from education or schooling at the primary and secondary levels.

Tewarie (1998), viewed tertiary education as the teaching and learning process that occurs following completion of secondary education and provides credits and certificates, diplomas and degrees, from universities, university college, polytechnics, community colleges and similar institutions. He stressed that it may also include technical and vocational education. Tertiary education is the animator and the driver of national goals and objectives especially, when quality education is sustained.

Tertiary education according to Federal Republic of Nigeria in her national policy on education (2013) is the education given after Post Basic Education in institutions such as Universities and Inter-University Centers such as the Nigeria French Language Village, Nigeria Arabic Language Village, National Institute of Nigerian Languages, institutions such as Innovation Enterprise Institutions (IEIs), and Colleges of Education, Monotechnics, Polytechnics, and other specialized institutions such as Colleges of Agriculture, Schools of Health and Technology and the National Teachers' Institutes (NTI) (FRN, 2013).

Tertiary education according to Ogunode & Ahmed (2022) is an organized advance education that takes place after the completion of secondary school education and its main programmes are teaching, researching and provision of community services. Tertiary education is also a form of education that after completion leads to the award of certificates that position an individual for career. Tertiary education according to Harvey (2004) includes undergraduate and postgraduate education, as well as vocational education and training. He opined that colleges, universities, and institutes of technology are the main institutions that provide tertiary education (sometimes known collectively as tertiary institutions). He further gave a few examples of institutions that provide post-secondary education to include vocational schools, community colleges, independent colleges (e.g. institutes of technology), and universities, including institutes of technical and further education (Ogunode, Ugochukwu & Iroegbu (2022) and Ogunode, Akinjobi, & Musa 2022).

Federal Republic of Nigeria in her national policy on education (2013) outlines the goals of tertiary education as follows, to; contribute to national development through high level manpower training; provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians; provide high quality career counseling and lifelong learning programmes that prepare students with the knowledge and skills for self-reliance and the world of work; reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market; promote and encourage scholarship, entrepreneurship and community service; forge and cement national unity; and promote national and international understanding and interaction (FRN, 2013).

In order to ensure quality tertiary education in the various tertiary institutions in Nigeria, the Nigerian government established National Universities Commission (NUC), National Commission for Colleges of Education (NCCE) and National Board for Technical Education. The National Universities Commission (NUC) is a parastatal under the FME. The Commission was established in 1962 with the task of developing and managing university education in Nigeria. Its functions include: granting approval for all academic programmes in Nigerian universities; granting approval for the establishment of all higher educational institutions offering degree programmes; and ensuring quality assurance, through regular accreditation, of all academic programmes in Universities (NEEDS, 2014).

National Commission for Colleges of Education (NCCE) is a parastatal of the FME established by Decree 13 of 1989. The establishment of the Commission was a resultant effect of the utmost importance accorded to quality teacher education by the Federal Government of Nigeria. Since its inception, the Commission has continuously pursued the goals of quality assurance in teacher education. It has continuously reviewed and standardized the curriculum of Colleges of Education in the country through programme accreditation, which is carried out once in five years ((NEEDS, 2014).

National Board for Technical Education Established by Act No. 9 of 1977, the NBTE is a parastatal of the FME specifically created to handle all aspects of technical and vocational education falling outside university education. The Board supervises and regulates, through an accreditation process, the programmes offered by technical institutions at secondary and post-secondary school levels. It is also involved in funding of polytechnics owned by the Government of Nigeria ((NEEDS, 2014).

Accreditation of academic programmes in Nigerian universities dated back to 1990 when the first accreditation exercise was carried out. Since then, accreditation of academic programmes has become a culture and a continuous process to ensure that the provision of the minimum academic standard by NUC is adhered to (Akpan, et al 2016).

Theoretical Framework

This paper is anchored on system theory. Systems theory hold that an organization is a social system made up of integrated parts. The theory was propounded by a biophysicist Ludwig Von Bertalanffy in 1920. The system was seen as a series of interrelated and interdependent parts in such a way that the interaction of any part of the system affects the whole system. That is, one part of the system must

interact and depend on the other parts around it to function effectively. The system theory is relevant to tertiary education system because tertiary education system (school) is a system and the concept of interaction and interdependence of parts with the sub-system like all other social systems has identical properties with the other system. The theory is of immense help to this paper because tertiary education as a system has objectives and it is made up of sub-system. The sub-system includes teaching programme, researching programme, community service and programme accreditation. These sub-system relate and are inter-dependent on each other to functions together to realize the objective of tertiary education.

Concept of Accreditation

Accreditation of academic programmes is one of the quality assurance mechanisms initiated by the National Universities Commission (NUC) to regulate academic standard and enhance quality university education in Nigeria. But the dwindling quality of our university education has become a matter of great concern to the nation, whether the accreditation exercise actually achieves its purpose (Akpan, & Etor, 2016). Accreditation standards and guidelines in Nigeria educational system is aimed at strengthening programme for quality assurance and quality improvement. The Council for Higher Education Accreditation (CHEA) in Washington, US defines accreditation as a process of external review used by higher education to scrutinize colleges, universities and educational programmes for quality assurance and quality improvement. However, the extent to which each tertiary institution accepts and fulfils the responsibilities inherent in this process is a measure of its concern for freedom and quality in higher education and of its commitment to strive for and achieve excellence in its endeavours (Obadara et al 2013).

Okebukola (2006) viewed accreditation as a process of examining the availability and adequacy of resources, merit rating of resources and programmes in order to enhance quality of output. This means that accreditation involves the process of ensuring that curricula, physical facilities, personnel, funds and so on meet the needs of the university to achieve its stated philosophy and objectives. Hence, it is a measure of quality of academic programmes and it is aimed at strengthening academic programmes for quality assurance and quality improvement. Accreditation according Obadara and Alaka (2013) is a process that aids institutions in developing and sustaining effective educational programmes and assuring the educational community, the general public and other organizations that the accredited institution has met high standard of quality and effectiveness. It is a measure of the quality of academic programmes on acceptable minimum standard provided by the accrediting agency.

Accreditation according to Akpan, et al, (2016) is a process of self-study and external quality review used in higher education to scrutinize an institution and/or its programmes for quality standards and need for quality improvement. The process is designed to determine whether or not an institution has met or exceeded the published standards (set by an external body such as a government, national quality assurance agency, or a professional association) for accreditation, and whether it is achieving its mission and stated purpose. The process usually includes a self-evaluation, peer review and a site visit. Accreditation is the establishment or of the status, legitimacy or appropriateness of an institution, programme or module of study (Akpan, et al, 2016). From the above, programme accreditation can be defined as a mechanism designed in the tertiary institutions to ensure that academic programme offers are of standard and meet various policies and quality of national and international standard.

The objectives of accreditation of higher institutions programmes as outlined by the NUC (2012) includes.

1. To ensure that at least the minimum academic standards documents are attained, maintained and enhanced.

2. To assure employers and other members of the community that Nigerian graduates of all academic programmes have attained an acceptable level of competency in their areas of specialization.
3. To certify to the international community that the programmes offered in Nigerian universities are of high standard and their graduates are adequate for employment and further studies.

There are two types of programme accreditation according to United States Department of Education (USDE), and the two include institutional and specialized.

Institutional accreditation normally applies to an entire institution, indicating that each of an institution's parts is contributing to the achievement of the institution's objectives, although not necessarily all at the same level of quality. The accrediting Commission (NUC), for example, performs institutional accreditation, as other national accrediting agencies do, such as the Board (NBTE). In Nigeria, specialized accreditation is a voluntary process and institutions choose to apply for accredited status. If accredited, such an institution agrees to abide by the standards of their accrediting agency and to regulate itself by taking responsibility for its own improvement (Obadara and Alaka 2013). For instance, the Institute of Chartered Accountants of Nigeria (ICAN) grants exemption to graduates of accredited institutions from its professional examinations.

Specialized or programmatic accreditation normally applies to programmes, departments, or schools that are parts of an institution. The accredited unit may be as large as a college or school within a university or as small as a curriculum within a discipline. Most of the specialized or programme accrediting agencies review units within an institution of higher education (Obadara et al, 2013). Generally, accreditation of institutions and programmes takes place periodically for improvement and quality assurance in nation's universities, therefore it:

1. verifies that an institution or programme meets established standards;
2. assists prospective students in identifying acceptable institutions;
3. Assists institutions in determining the acceptability of transfer credits;
4. helps to identify institutions and programmes for the investment of public and private funds;
5. protects an institution against harmful internal and external pressure;
6. creates goals for self-improvement of weaker programmes and stimulating a general raising of standards among educational institutions;
7. involves the faculty and staff comprehensively in institutional evaluation and planning;
8. establishes criteria for professional certification and licensure and for upgrading courses offering such preparation; and
9. provides one of several the considerations used as a basis for determining eligibility for federal assistance, (Okojie, 2008; Obadara et al 2013).

A cursory look at these objectives reveals that accreditation focuses on the production of quality graduates with needed skills, technical and professional knowledge that would enable them to contribute to national development and compete favorably in employment market. Therefore, accreditation enhances the provision of resources in order to achieve these objectives (Akpan, et al, 2016).

Challenges of Programme Accreditation

There are many barriers to effective programme accreditation in the Nigerian tertiary institutions. Some of them includes; inadequate funding, shortage of academic staff, inadequate infrastructure, brain-drain and strike actions.

Inadequate Funding

Inadequate funding of public tertiary institutions has hindered effective recruitment in the system. The poor funding has made it impossible for higher institutions administrators in Nigeria to recruit staff when there is shortage of academic staff in the institutions. Ahaotu & Ogunode (2021) and Tunde, & Issa, (2013), submits that inadequate funding is one of the greatest problems facing the administrators of higher institutions in Nigeria. Higher institutions administrators do not have access to adequate funding for effective running and administration of the institutions under their care. Government funding of higher education in the country have been inadequate for decades. The funding of education is shared among different levels of government and supplemented by funds from other sources such as business, community organizations and levies charged. The revenue collected through fees constitutes an insignificant proportion of the revenue of the institution. Fund allocation has not been much during the last decade (NOUN, 2012; Ogunode, & Ohiosumua, 2022). Many factors have been pointed out as responsible for inadequate funds in the administration of tertiary institutions in Nigeria.

Ohiare, Udebu, Ogunode & Rauf, (2021); Okani Ogunode, & Ajape (2021),;Ahmodu, & Sofoluwe, (2018); Chinyere, & Chukwuma (2017); Ololube, (2016)and Dawood (2012) identified poor implementation of the national policy funding on education by both state and federal government has also limited the universities' education in Nigeria. The National policy on education (2013) stated clearly that the government shall allocate a minimum of 26% of the total national budget to the education sector. Nigerian government refused to implement the funding policy which stated that at least 26% of the total budget would be allocated to the educational sector. This is another factor responsible for the underfunding of the higher institutions across the country.

The insecurity challenges facing Nigeria have taken a large sum of monies which has prevented allocation to other sectors in the economy like the education sector and in particular the university system. Every year security budget takes almost a large allocation of the total budgetary allocation. This has reduced investment in university education in Nigeria. For instance, an investigation carried out by Daily Post (2022) reveals that the security budgets from 2016 had increased from N1 trillion security budget to N2.4 trillion in 2022 budget. In 2022, N2.41 trillion was allocated to security and defence, this is more than the entire allocation to education and health.

The high level of national revenue leakages in Nigeria has also contributed to the poor investment in university education in Nigeria. The various institutions established to collect revenue for the country have not adopted the best practices to prevent leakages. The inability of these agencies to collect the actual revenue that was supposed to have come to the government coffer has limited the total revenue that accrued to the federation account. The Nation online (2021) disclosed that the Federal Government is losing over N5 trillion in revenue yearly, based on the inability of the Federal Executive Council (FEC) to find solutions to the highly corrupt business environment at the port. Also Ogunode, Josiah, & Ajape (2021); Dare (2008) quoted Ogbondah (2010) who observed that the high rate of corruption in the university system is reducing the quantities and volume of funds released to implement the universities programme. Despite the inadequacy of allocations to the public university system, any fund made available often go down the drain through the corrupt practices of those entrusted with the implementation of university programmes because of inadequate monitoring of university income and expenditure, such is the grim state of affairs, thus the future will need a paradigm shift.

Shortage of Academic Staff

Shortage of Academic Staff in tertiary institutions in Nigeria has affected programme accreditation. Academic staff also known as faculty members are key components of higher institutions especially the Universities. Academic staff as the name implies are professionals that handle the teaching, research programme of the higher institutions and also perform other academic services. The role of academic staff in the development of higher institutions cannot be underestimated, because the academic staff are the implementers of instruction in educational institutions. Academic staff are

professional personnel in charge of teaching or lecturing in the higher institutions. The Academic staff members are the teaching staff of the tertiary institutions. They are called lecturers. They are involved in three major functions in the institutions which are teaching, researching and community services. They are categorized into Graduate Assistant, Assistant Lecturer, Lecturer II, Lecturer I, senior Lecturer, Associate professor/Reader and Professors. Academic staff are critical determiners in the attainment of higher education goals. Without them, the goals of higher education in the country cannot be achieved (Ogunode, Jegede, & Abubakar, 2020). According to Ogunode, Jegede, & Abubakar, (2020), the main duties and responsibilities of academic staff in the higher institutions include: to teach at undergraduate and graduate level in areas allocated and reviewed from time to time by the Head of Department; to carry out research and produce publications, or other research outputs, in line with personal objectives agreed in the Staff review process; to obtain research funding support; to engage with the broader scholarly and professional communities; to supervise or assist with supervision of undergraduate, taught graduate (Masters) or research graduate (MPhil/PhD) students; to contribute to the development, planning and implementation of a high-quality curriculum. to assist in the development of learning materials, preparing schemes of work and maintaining records to monitor student progress, achievement and attendance.

Ogunode, Jegede, & Abubakar, (2020), pointed out that the teaching role involves preparing and delivering of lectures, supervision of students in industrial training and final year projects, marking assessments and grading of scripts. Other functions include development and promotion of innovative teaching methods, consultation with students and production of teaching materials for students. Research role involves carrying out investigations on identified problem(s), presentation of findings of such investigations in conferences/seminars and publishing the findings in journals and/or text books. The third role involves rendering services both to the school and the community at large. Such services include heading a department, faculty, committee, external supervisor, advisor of student societies, members of other recognized committees at departmental, faculty and university levels - sports, graduation, convocation, etc. (Ogunode, Jegede, & Abubakar, 2020; Uchenna, Maureen & Anthony, 2018). The NUC Benchmark Minimum Academic Standards (BMAS) of 2007 stipulated the following teacher/students ratio: 1:20 in science; 1:15 in Engineering and technology; 1:10 in medicine, veterinary medicine and pharmacy, 1:15 in agricultural and environmental sciences and 1:30 in education, management science, social science, law and arts. Many universities in Nigeria do not implement this policy due to shortage of academic staff. The report of Dateline (2022) as captured in National Universities Commission data indicated that federal universities in Nigeria suffer a shortage of full-time professors. According to the data, no federal university scored up to 50 per cent in the ranking of full professors. This implies that no federal university has the required number of full professors. Some of the federal universities ranked in the top 10 are the Usmanu Dan-Fodiyo University, Sokoto, with 36.44 percent; Obafemi Awolowo University, Ile Ife, 35.80 percent; the University of Ibadan, 29.04 percent; Federal University of Technology, Akure, 27.28 percent; Federal University of Agriculture, Abeokuta, 27.25 percent; the University of Abuja, 25.33 percent; the University of Benin, 23.26 percent; University of Port Harcourt, 21.26 percent; the University of Calabar, 21.20 percent; and the University of Ilorin, 21.12 percent. In support of the above, Akomolafe and Ibijola (2014) reported a moderately adequate teaching staff in universities in south-west Nigeria, but the teacher/student ratio was poor. The researcher attributed this to the inability of universities to meet the standard laid down by the NUC-BMAS.

Many reasons have been pointed out as factors responsible for inadequate academic staff in the Nigerian tertiary institutions. Ogunbodede (2022) and Ogunode & Garba, (2023) asserted that shortage of academic staff in the federal universities in Nigeria has been linked to the Integrated Personnel and Payroll Information System (IPPIS) that has led to the mass sacking of contract staff and prevented the universities management from recruiting to fill up the manpower gap in the system. Before the introduction of the Integrated Personnel and Payroll Information System in the federal universities, the various university managements after being approved by the councils can recruit to fill up the manpower shortage in the system. The integration of the federal universities into the

Integrated Personnel and Payroll Information System (IPPIS) has prevented the universities to do any recruitment without first seeking approval from the various agencies of the federal government such as the federal character commission, civil service commission, ministry of education etc.

Ahaotu & Ogunode (2021) and Ogunode, & Okwelogu (2022) identified inadequate funding of public tertiary institutions has hindered effective recruitment in the system. The poor funding has made it impossible for higher institutions administrators in Nigeria to recruit staff when there is shortage of academic staff in the institutions. Inadequate funding is one of the greatest problems facing the administrators of higher institutions in Nigeria. Higher institutions administrators do not have access to adequate funding for effective running and administration of the institutions under their care. Government funding of higher education in the country have been inadequate for decades while Ogunode, Onyekachi, & Ayoko, (2023); Ogunode, & Emmanuel (2023) pointed out corruption as one of the factor responsible for shortage of academic staff in the Nigerian public higher institutions. The forms of corruption practices that is responsible for shortage of academic staff in the higher institutions include; funds diversion, ghost workers and recruitment fraud. Funds released for the employment of academic staff are been looted by some administrators and principals officers of the institutions. Some school administrators are using fake names to collect salaries for people that are supposed to be employed in the system. The politician hacked recruitment process in the various higher institutions by sending their less qualified candidate for employment in the system. The high level of corruption in the administration of higher institutions in Nigeria also contributing to the shortage of academic staff in the various institutions of education.

The lack of sound strategic manpower planning for the production of manpower for the nation' higher institutions is another reasons for the shortage of academic staff in the Nigerian higher institutions. The Nigerian government through the various commissions established to oversee the administration of higher institutions in the country have not designed an implementable road map for the production of adequate manpower for the higher institutions in the country. The inability of these agencies to draw the strategic plans of ensuring the production of the right manpower for higher institutions is responsible for the shortage of academic staff in the Nigerian public higher institutions (Ogunode, et al ,2021).

Inadequate Infrastructures

The inadequate infrastructural facilities in many tertiary institutions has also prevented effective programme accreditation. Ogunode (2020) and Sarkinfada, (2013) defined infrastructural facilities as those facilities aiding delivery of academic and non-academic services in educational institutions. Infrastructural facilities include; libraries, laboratories, halls, offices, administrative blocks, hostels, roads facilities, water, electricity, internet etc. Facilities are very important for programme accreditation development in the higher institutions. Tertiary institutions must have some number of facilities ranging from laboratories, libraries, lecture hall and furniture. The availability of the infrastructural facilities in adequate quantities will support implementation of programme accreditation and the inadequacies will prevent effective administration of academic programmes. Ogunode & Abubakar, (2020) and Otokunfer, (2015), noted that many public universities in Nigeria do not have adequate lectures halls, laboratories and offices for both students and academic staff. Many academic and non-academic staff do not have offices and para-venture they have, one is been shared by five to six lecturers. The offices of the deans and heads of departments are not something to write home about. The Students do not have adequate lecture halls and hostels accommodations.

Unfortunately as important as these infrastructural facilities are to the development of university education, many public universities are facing the problem of a shortage of inadequate infrastructural facilities. Ogunode, Onaolapo, Onaolapo, Adeosun, & Ayoko, (2023) and Udida, Bassey, Udofia and Egbona (2009) observed that the lack of adequate infrastructures in our higher education poses a serious setback in achieving higher education goals. In an institution where there are no sufficient classrooms, resource rooms, staff rooms, laboratory facilities, computers, and the like, proper teaching and learning cannot be effective and efficient in the system. Different scholars have

identified different reasons for shortage of infrastructure facilities in the tertiary institutions.

Ebehikhalu & Dawam (2016) and Ogunode, Josiah, & Ajape (2021) opined that many of the stakeholders in the university system in Nigeria are also responsible for the rot in the university system. ASUU has struggled to force the government to fund the universities properly, but these funds are managed poorly, embezzled and stolen. This high level of corruption is a practice common among the universities administrators. The corrupt practices in higher institutions are similar to what is obtainable in the civil service and in the political world. They manifested the symptoms of these corrupt practices in the dilapidated, very substandard and poorly delivered buildings and other infrastructure. Majority of the universities' administrators have seen their positions as opportunity to amass wealth, caring more on how to enhance their financial wherewithal than protecting the integrity of the university system (Ishaya, & Ogunode, 2021).

Brain-drain

Another challenge to effective programme accreditation in the Nigerian tertiary institutions is brain-drain. Ogunode, (2020) conceptualized Brain-drain as the movement of professionals from developing countries to developed countries for a better job offers. Brain-drain is a situation whereby professional individuals are migrating from their countries to another country to seek greener pasture. Many lecturers and researchers are leaving public universities in Nigeria to other part of African countries and Europe for a better job offer and conducive working environment. Also, Ogunode, (2023) testified that many professors, Engineer, medical doctors, ICT professional and teachers are massively leaving Nigeria to pick up placement in advance countries. Ogunode, Akin-Ibidiran & Ibidiran (2022) concluded that the mass movement of these professionals and expertise from the tertiary institutions has reduced the volume of academic and non-academic staff in the system. Ogunode, & Atobauka, (2021) maintained that programme like programme accreditation, teaching programme, research programme and community service programme of the various institutions will be affected because professionals and expertise that are supposed to be in the system to make these programme success are no longer in the system.

Literatures have identified many reasons for brain-drain in the tertiary institutions. Sarkinfada, & Ajayi (2023); Ogunode, Ohibime, & Jegede, (2023); Ogunode, Olaoye, & Yakubu, (2023) posited that inadequate funding of tertiary institutions is responsible for brain-drain. Ogunode, Jegede & Musa, (2021) identified poor salary is one of the key cause of brain-drain problem in the Nigerian higher institutions. The monthly salaries that academic staff are receiving is less compare to what other academic staff are been paid in other countries across the world. The inability of the government to adequately fund the various higher institutions in the country is responsible for the poor salaries and other financial benefits given to academic staff in the Nigerian higher institutions. Other factors responsible for the low salaries include corruption, fall in oil revenue and other sectors in the economy like security, health and infrastructural facilities.

Unconducive working environment is another major factor responsible for massive movement of academic staff from the higher institution in the country to other part of the world. The working environment in most higher institutions in Nigeria is not conducive for effective service delivery. The working policies, administrative bottleneck, leaderships, quality of supportive services like internet facilities, light and academic freedom is not encouraging in motivating professional to stay and develop their career (Ogunode, Ahmed, Gregory & Abubakar, 2020). Among the factors responsible for this brain-drain according to Ogunode, & Atobauka, (2021) is the continuous strikes action common to the higher institutions in Nigeria. The Academic Staff Union of Universities (ASUU) has warned the Federal Government against encouraging brain drain with a lingering strike and nonchalant attitude towards the yearnings of ASUU. Prof. Biodun Ogunyemi, the President, ASUU, said Ethiopia has already recruited 200 professors from Nigeria while South Africa, Ghana, Egypt, etc have a sizeable number of Nigerian professors.

Strike actions

Strike action in Nigerian tertiary institutions has affected programme accreditation. This submission is attested to by Onyekachi & John, (2023) and Ogunode, Ugochukwu, & Jegede (2022), they noted that continuous strike actions in Nigeria higher institutions have militated against accreditation programme of many higher institutions. Programme accreditation is a special programme of all higher institutions. Regulatory bodies of different higher institutions are saddled with the responsibilities of periodically ensuring new programmes are accredited and old programmes are also checked for fitness. In Nigeria, National Universities Commission [NUC], National Commission for Colleges of Education [NCCE] and the National Board for Technical Education [NBTE] are the institutions in charge of programme accreditation. The strikes embarked by different unions groups in the higher institutions always lead to the suspension of programme accreditation in the higher institutions. Okoli, Ogbondah, & Ewor, (2016) and Ogunode & Abubakar (2020) observed that strike actions always disrupt the academic programme of the schools, causing more cost and prolong student programme. All the tertiary institutions witnessed a strike action in 2009. Non-accreditation of some of our tertiary institutions as a result of strike actions. Tomori (2022) opined that nothing functions when the universities are on strike.

There are many factors responsible for strike actions in the Nigerian tertiary institutions. Ogunode, Ugochukwu, & Jegede, (2022) identified implementation of Integrated Payroll and Personnel Information System (IPPIS) as one of the major cause of strike action. Integrated Payroll and Personnel Information System (IPPIS) was introduced by the federal government and made it compulsory for all agencies, ministries and the higher institutions to enroll for their salaries and other payment. There had been resistance by ASUU to the introduction of the IPPIS into the university system. But the Federal Government continually insisted that the payment system was for transparency and neither intended to trample upon university autonomy nor designed to subsume the university into the civil service. But the union insisted that the system would harm the universities.

Another major causes of strike actions by different union groups in the Nigerian higher institutions is the non-implementation of agreement reached with the government. The Nigerian government in 2009 signed an agreement with the ASUU and in the agreement the government agreed to eject N1.3 trillion into the universities over five years beginning from 2009, only a fraction of that sum was released. The inability of the government to release the monies has made the ASUU to always embark on strike actions. Ogunode, & Atobauka, (2021) and Amadi, & Urho (2015) concluded that under-funding of higher institutions have been one of the major reasons why different union groups. Lawan & Ogunode (2021) and Uzoh. (2017) opined that the issues of funding and facilities have been the cause of friction between ASUU and the government in almost all instances. This is because the union at different periods has been finding it difficult to teach in an environment without the expected amenities or with poor facilities (Pemedede, 2007).

Conclusion and Recommendations

Programme accreditation is crucial to tertiary institutions because of its ability to ensure quality assurance in the system. Programme accreditation is a mechanism designed in the tertiary institutions to ensure that academic programme offers are of standard and meet various policies and quality of national and international standard. This paper discussed the barriers to effective programme accreditation in tertiary institutions in Nigeria. Employing secondary data that were obtained from online publications and print resources. The paper concluded that inadequate funding, shortage of academic staff, inadequate infrastructure facilities, brain-drain and strike actions are the barriers to effective programme accreditation in tertiary institutions in Nigeria.

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