Quality Control Measures and Sustainable Development in Higher Education System in Cross River State, Nigeria

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Abstract

The study examined the influence of quality control measures on sustainable development of Cross River State Higher Education System. The task of achieving sustainable development in the state tertiary education institutions hinged on thorough quality control measures of variables affecting educational institutions. To achieve the purpose of the study four null hypotheses were formulated to guide the research paper. The study adopted purposive, accidental and simple random sampling technique to select the sample for the study. The population comprised all the state and federal higher

educational institutions. The sample for the study was 402 academic and non-academic staff. The instrument used for the study was a 50-item questionnaire entitled: Quality Control Measures Questionnaire (QCMQ) and Sustainable Development Assessment Questionnaire (SUAQ). This was developed by the researchers and validated by two experts in the faculty of education, University of Calabar, Nigeria. Cronbach alpha coefficient used for reliability of the instrument stood at 0.78 and 0.81 respectively. The data collected was analysed using ANOVA and independent t-test statistical tool. The result revealed that all the variables used significantly influenced sustainable development. Based on the findings the study recommends that the National Universities Commission (NUC) should enforced uniform instructional objectives and minimum academic standards in all universities.

1. Introduction

Education is the bedrock for the development of any nation. At the higher education level, education serves as the basis on which the needed high level manpower for a country's development could be nurtured. In a developing country like Nigeria, there is need for a high level manpower to be developed. In line with this conception, Akangbou (1985) asserts that it is the need to develop more high level manpower at this level that led to the establishment of University College Ibadan in 1948 which subsequently become the University of Ibadan, Nigeria.

Although, it is obvious that higher education in the past decades have been established to assist in the production and development of a high level workforce, many developing countries have neither articulated development strategy-liking knowledge to economic growth not built upon their capacity to do. According to UNESCO (2005), Nigeria is leading in this regard; she has about "5 scientists and engineers engaged in research and development per million persons. This is obviously low when compared to 168 in Brazil, 459 in China, 158 in India and 4103 in United States. In a situation such as this, it becomes worrisome to determine what quality control measures to be put in place with the view

of sustaining development in our higher educational institutions.

Frankly speaking, the importance of quality control in an establishment or any production setting cannot be ignored as it is the only measures through which customers' satisfaction can be guaranteed and enhanced for maximum profit. In an educational institution for instance, poor quality control measures will certainly lead to poor quality output of graduates from the sector. In higher education sub-sector, quality control is a multidimensional concept which embraces all functions and activities, teaching, academic programme, research and scholarships, capacity building, staffing students and community service. The imperative nature of quality control in our higher educational system should be given the desired attention it deserved. Sharing in this opinion, Fafunwa (2003) identified quality assurance in university education in particular as an effective way of making provision for education that will fight poverty and underdevelopment.

Such quality assurance measures should emphasis more on the development of science, technical entrepreneurial and technological education as individual would be above to vouch for themselves, instead of relying

on government for employments. The attainment of quality control measures in higher education has been hindered by a number of problems ranging from under-funding, population explosion deteriorating physical facilities and inability to resolved conflict and crisis in our institution.

The seeming lack of quality control measures in Cross River State has posed a lot of threat to the achievement of the goal of higher education. The provision of scientific and research materials have been drastically curtailed; quality of teaching has fallen considerably. The libraries are full of out-dated books and journals and the morale of staff is at its lowest ebb. Also, provisions of facilities to higher education have been grossly inadequate while student' enrolments continue to rise. The overall outcome of this is poor quality of graduates that are turned out of our higher institutions.

To check the quality of products from our higher institutions with the view to attaining sustainable development, different measures have to be adopted. Most important among these are the designing of an appropriate curriculum, funding, monitoring and evaluation, supervision, staffing etc. In support of the importance of appropriate Curricula, Ajala (2004) explained that curriculum design for quality education on higher educational institutions as well as elsewhere, is and should be qualitatively determined for sustainable development.

2. Literature review

The quality of human resources in Higher Education institutions is very imperative for any meaningful development to be sustained. Human resources availability is therefore a very crucial input that can usher technological revolution and advancement in the nation's economy. The researcher is advocating for the right type of manpower that must be put into use for sustainable development of educational programmes. In other words there is need for employment of qualified teachers, scientist, technologists and engineers as manpower in our tertiary institutions.

In view of this contention, Mgbekem (1991) posits that there is a dearth of this caliber of personnel in our educational institution who are capable of enhancing sustainable technological development. In the existing situation, he identifies some constraints militating against our advancement as being poor leadership, lack of patriotism, commitment, lack of funding, corruptions ethnicity, dependency syndrome religious taboos and resistance to change.

In a similar study of human resources in educational institutions, Hobson (1991) found that the gap between demand and supply of scientific and technological personnel had ever remained very wide particularly between 1977 and 1990 respectively. This survey study revealed that there was a serious shortage of qualified manpower in our school system.

The importance of having enough staff that is qualified and experienced in any educational system cannot be over emphasized. This is because, for effective learning and sustainable development to take place, the learning environment must be saturated with a good crop of experienced teachers in a conducive environment. In support of this analysis, Sambere (2000) in his survey study of human resources availability in special educational institutions using simple percentage analysis revealed that these institutions were grossly deficient of qualified and experienced teachers resulting in poor academic performance of graduating students. The aspect of availability of facilities is another important factor in quality assurance measures in higher education. Dinerman and Hudock (1995) conducted a survey study of higher educational institutions to determine the extent to which home learning was being complimented by learning resources or facilities with particular reference to technical education programmes. All stakeholders were used as respondents for the study. They were required to report exactly the extent and the frequency with which they were engaged in the use of instructional resource in laboratory and workshop practices. Data analysis revealed that they had utilized the available facilities based on the allocated time for practical studies effectively. The authors concluded that instructional facilities influenced to a large extent the academic performance of studies in technical oriented institution

Accordingly, Inyang-Abia (2003) stated that the school environment supports teaching-learning activities by providing facilities, space and materials for sustainable development. A stimulating school environment is one with adequate classrooms sitting arrangements with proper visual and audio visual equipment to enhance the understanding of the learner on the same note; Amahala (1997) affirmed that instructional ability connotes the ability on the part of the teacher to communicate instructions effectively to listeners.

In a similar development Olaitan and Agusiobo (1989) and Amadi (1990) carried out separate studies to determine the effect of school environment (depicted by availability of physical resources and infrastructures) on learner's environment. They proposed hypothesis based on the variables for the samples they utilized elementary and

secondary schools. Data analysis were done to determine variation in opinion in academic achievement and in the level of material resources quality and availability in the different schools involved in the study. Finding revealed that academic achievement and sustainable development are highly predicted by the volume of instructional resources, the frequency of usage and interest exhibited by both teachers and students. The study further revealed that students not exposed to instructional resources could not do well and hence no appreciable sustainable academic development.

The quality of graduate of tertiary institutions has been an issue of concern among various stakeholders. This concern is related to monitoring and evaluation of educational policies and programmes. For quality assurance to be controlled adequate institutional capacity for monitoring and evaluation must be ensured. Peretomode (1991) in Udida (2010) maintained that the realization of organizational goals in the school system depends on good administrative skills. Thus, improper monitoring and evaluation of educational programme of activities constitute some of the factors that have impeded sustainable development and proper realization of standards in our higher institutions of learning. To foster the quality of products in higher institutions for sustainable development, there is need for the provision of monitoring, co-ordination, supervision and evaluation machineries which will serve as a follow up to a planned policy. Monitoring and evaluation as quality control measures in the administration of higher educational institutions if properly managed will enhance sustainable development in both the learners and the institution.

In spite of the inherent advantage of quality, education, and fund has been a major factor militating against its contribution to educational development Gbadamosi (2006) noted that the major challenge to higher education is inadequate funding. Education is grossly underfunded. This has no doubt affected many areas in education. In a study conducted by UNESCO (1998) it was revealed that higher education is almost universally heavily dependent on governments for funding, and cost as a quality control variable is very high per student. In another study conducted by UNESCO (1998) on crisis in education, Ajayi 2006; Ajala 2004; Ekpo 2000 in their supporting literature observed that in the area of resource availability, higher educational institutions have been grossly underfunded as a result of the mis-match between the increase in students enrolment and the decrease in government grants and funds. This has consequently, led to accompanying problems ranging from deteriorating academic infrastructure, inadequate staffing, and internal efficiencies, and reduced attention to research policies, quality control and assurance of sustainable development. On this note the researcher believed that the failure of most higher education systems is primarily due to absence of fund, quality inputs, and control and assurance practices.

For sustainable development to be successful, strategies in implementation of quality control system in our higher institutions such as; a teacher training programme for the curriculum, building programme designed for the new curriculum an equipment programme-laboratories, books, workshops, teaching aids, a Guidance and Counseling programme, introduction of ICT systems (Bassey, 2008) must be properly addressed in all education institutions.

The drive for quality is the expected focus for the attainment of sustainable development in our higher institutions. Unfortunately, the introduction of quota system syndrome popularly known as 'Federal character' has eroded the variable of quality control measures with regards to admission/academic regulations in our higher educational institutions. To ensure equity and fairness in the admission process, higher institutions are compelled to admit Students not on merit but based on the quota system. This has consequently contributed to the fallen standard of education resulting in the inability of education managers to sustain institutional development.

Furthermore, quality control measures in terms of students academic for sustainable development in higher institution are also very significant. This is so because, the huge burden in our educational system is often targeted towards implementing universal quality education that foster knowledge, skills, perspectives and values that often lead to a more sustainable future. If this is derived, then a dependable approach or strategy is bound to be adhered to in order to produce, store, control and retrieve information needed for the day to day administration of the higher education system. For instance, the request for academic transcripts in the higher education system must not be handled in months, but in days.

To buttress above assertion, Moja (20) reported that quality control measures in terms of record keeping and administrative controls significant influenced sustainable development in higher education systems. Based on the findings of the study, he suggested that parents, teachers, school leaders and the community should collaborate to develop students that would eventually imbibe the culture of recording keeping. Moja further stressed that higher educational objectives should include strategies to provide human resources needs of a diversified economy,

provision of a wider choice of education, nurturing well rounded students, raise sustainable achievement, develop lifelong learning skills as well as equip students with valuable and marketable skills.

Mbipom (2005) stress the existence of a significant relationship between keeping of students records development of higher education in Nigeria. She reported that the institutions needs a lot of information to be able to plan organize and administers the institutions effectively for sustainable development.

Therefore, every good institution to adequately maintain quality keeping specific student records steadily. Some of the records are said to be statutory because they are required by law. Even those records that are not required are kept because the information in them help the higher educational institutions to do their work better. Mbipom concluded that the quality of records kept in the school speak loudly about the quality of discipline in the school.

The desire for quality education for sustainable development of the nation vis-à-vis the state institution is imperative. It is because of this that higher educational institutions have introduced policies that require the various departments/institutions can gain accreditation by the National Universities Commission (NUC).

3.   Problem of the study

Sustainable development in higher education which is development that meets the needs of the present through the provision of education at all levels from sustainability standpoint; has posed a serious concern to educational banners and stakeholders in education. These concerned groups are worried because higher education has failed to bring about the changes in knowledge, values, behaviours and lifestyles required to attain sustainability. There also a growing concern that higher education may not deliver sustainable development complaint education to the teaming student population before the end of the decade on sustainable development 2020.

The challenges facing Cross River State higher education are complex. In fact, it is a combination of inadequate performance, limited access, increasing cost, declining quality, rigidity in course selection and sustainability of the tempo of community service. The deteriorating educational system is qualified teacher, inadequate materials and facilities, poor assessment of learning effectiveness are indicators of this systemic defect.

A good performance of higher institution is necessary for sustainability. It contributes to national development through high level relevant manpower training, application of knowledge and skills for solutions to problems. The sustainability of higher institutions depends on the quality control measure adopted. Quality control is necessary to develop and inculcate proper values for survival of individual and society.

4.   Purpose of the study

The purpose of this study is to determine the adequacy of quality control measures and sustainable Development of higher institutions in Cross River state. Specifically, the study sought to:

1.   Find out the quality of human resources available on attainment of sustainable development.
2.   Find out the adequacy of the material resources on attainment of sustainable development.
3.   Find out the influence of input monitoring and evaluation on the attainment of sustainable development.
4.   Find out the extent of funding and the influence on attainment of sustainable development.
5.   Find out quality control measures of admission/academic regulation has any influence on attainment of the development

6.   Research Questions

The study provided answers to the following questions:

1.   What quality of human resources is available for sustainable development?
2.   How do quality control measures of admission/academic regulation influence the attainment of sustainable development?

7.   Research hypotheses

The following null hypotheses were posited to guide this study:

1.   The quality of human resources does not significantly influence sustainable development.
2.   There is no significant influence of quality control measures on admission/academic regulations on the attainment of sustainable development.

8.   Research methodology

This study was designed after the descriptive survey research design of the ex-post-facto type. This design was adopted for this study because it is basically studying a phenomenon after they have occurred. The ex-post-facto design is to assist the researcher to study the effect of quality control measures on sustainable development. The study area was Cross River State, Nigeria. It involved both the federal and state higher education located in this area.

The copulation of this study comprised 3913 academic and non academic staff representing 27.50 percent of the total population, and 2837 non-academic staff representing 72.50percent of the total population in the three higher institutions sampled for the study. The sample size for the study was made up of 402 academic and non-academic staff. A breakdown of this number showed that, 327 respondents were male (81.34%), while 75 respondents were female (18.66%) that were chosen for the study. Further breakdown showed that 308 respondents were academic staff, while 94 respondents were non-academic staff The reason for the disparity is because the academic staff are more involved in the maintenance of quality control and sustainability while for the non-academic staff, it was only those in the management cadre that were used for the study. Two instruments were used for this study. They are the Quality Control Measure Questionnaire (QCMQ) and the Sustainable Development Assessment Questionnaire (SDAQ). These questionnaires were constructed on the basis of experience and knowledge derived from the copious review of literature. The QCMQ was divided into section A and B. section A deal with personal and demographic information section B comprised 66 items that measured all the variables relating quality control. The second questionnaire was the sustainable Development Assessment Questionnaire (SDAQ) that measured all the variables relating sustainable development. The content, construct and face validity of the variable yielded a reliability coefficient ranging from 0.70 to 0.92 respectively.

8.1   Results

Hypothesis One

These null hypotheses stated that the quality of human resources does not significantly influence sustainable development. To find out the available of human resources the mean response, the respondents were categorized as low, average and high. Respondents who scored below the mean were categorized as law. Those who scored within the mean region were categorized as average while those who scored above the mean were categorized as high. Based on this categorization, 231 respondents perceived it as average while 142 respondents perceived the quality of human resources availability as low, 29 respondents perceived the quality of availability of human resources as high. The mean and standard deviation of these categories for their influence on the attainment of sustainable development indices were first compared using the one-way analysis of variance. The result of the analysis are presented in table one and two below.

Table 1

A summary of the means and standard deviations of influence of quality of human resources available on the attainment of sustainable development

Variables	Level of sustainable development	N	X	SD
Quality of learning achievement	Low	231	22.22	3.73
	Average	29	24.14	4.14
	High	142	23.44	4.15
	Total	**402**	**22.79**	**3.97**
Management of resource	Low	231	15.64	2.89
	Average	29	18.07	2.94
	High	142	18.20	2.90
	Total	**402**	**16.72**	**3.37**
Leadership commitment	Low	231	21.794	4.59
	Average	29	23.07	4.59
	High	142	24.25	4.49
	Total	**402**	**22.84**	**4.63**
Procurement	Low	231	20.76	5.12
	Average	29	22.55	3.72
	High	142	25.35	3.80
	Total	**402**	**22.16**	**4.89**
Curriculum	Low	231	18.11	3.54
	Average	29	18.10	3.27
	High	142	18.81	3.80
	Total	**402**	**18.36**	**3.38**
	Average	29	18.17	2.71
	High	142	19.25	2.62
	Total	**402**	**17.32**	**3.43**

The result presented in table I shows that except for quality of learning, achievement, respondents who perceived the quality of human resources available as average, had a higher mean attainment of sustainable development (X = 24.14) than those who perceived it as high (X = 23.44) and low (X = 23.44) respectively, every other indices of sustainable development showed that respondents who perceived the quality of human resource available as high, had higher mean sustainable development in terms of management resources, Leadership commitment, Procurement, Curriculum, Performance measures and review activities than those who perceived it as low and average. Using the one way analysis of variance the mean difference was compared and the result presented in Table IA was obtained.

Table 2

One way Analysis of Variance (ANOVA) of influence of the Quality of Human Available on the attainment of sustainable development

Variable	Level of sustainable development	Sum of square	Degree of Freedom	Mean square	F	Sign
Quality of learning achievement	Between Group Within Group	187.071	2	93.536	6.801	0.003
	Total	6136.792	399	15.380		
		6323.863	**401**			
Management of resources	Between Group	623.519	2	316.260	25.670	0.000
	Within Group	4915.831	399	12.320		
	Total	**5548.351**	**401**			
Leadership commitment	Between Group	467.986	2	233.903	11.461	0.000
	Within Group	8146.504	399	20.417		
	Total	**8614.490**	**401**			
Procurement	Between Group	1138.339	2	569.170	26.865	0.000
	Within Group	8453.472	399			
	Total	**9591.811**	**401**			
Curriculum	Between Group	45.282	2	22.641	1.996	0.137
	Within Group	4525.850	399	11.345		
	Total	**4572.132**	**401**			
Performance measurement and review activity	Between Group	937.475	2	468.738	49.407	0.000
	Within Group	3785.403	399	9.487		
	Total	**4722.878**	**401**			

The result of the analysis presented in table 1A shows that the quality of human resources available significantly influences sustainable development in terms of quality of learning achievement (F = 6.081: P < 05) management of resources (F = 25.670; P < .05); leadership commitment (F =11.461; P< .05) procurement (F= 26.865; P < .05) and performance measures and review activities (F = 49.407; P < .05). While the quality of human resources available does not significantly influence sustainable development with regards to curriculum (F = 1.996; P > .05).
The null hypothesis was retained for this last case because the calculated F-ratio of 1.996 was found to be less than the critical F-ratio of 3.02 given .05 level of significance and with 2 and 399 degrees of freedom.On the other hand, the null hypothesis was rejected for other cases because the calculated F-ratios of 6.081 25.670; 11.461; 26.865; 49.407 were found to be greater than the critical F-ratio of 3.02 at .05 level of significance and with 2 and 399 degrees of freedom.

8.2   Hypothesis Two

This hypothesis speculated that there is no significant influence of quality control measures of admission/academic regulations on the attainment of sustainable development with respect to quality of learning achievement, management of resources, leadership commitment, procurement, curriculum, performance measures and review activities. The independent variable is the quality control measure of admissions/academic regulation while dependent variable is attainment of sustainable development in terms of the above six indices.

By comparing the mean respondents rating, the quality control measures of admission/academic regulations were classified into three levels of low, average and high. Those who scored below the mean were classified as low, those who scored within the mean region were classified as average while those who scored above were classified as high. Based on this classification, 248 respondents were as low, 66 as average and 88 as high.

To test this hypothesis, the one way analysis of variance was used. The means and standard deviations of the categories were first computed and presented in table 2.

Table 2 A summary of statistics of quality control measures of admission/academic regulation on the attainment of sustainable development in higher institution

Variables	Level of sustainable	N	X	SD
Quality of learning achievement	Low	248	22.24	3.96
	Average	66	24.14	3.31
	High	88	23.44	4.17
	Total	402	22.79	3.97
Management of resources	Low	248	16.39	3.58
	Average	66	16.33	3.11
	High	88	17.94	4.28
	Total	**402**	**16.72**	**3.72**
Leadership commitment	Low	248	22.61	4.53
	Average	66	22.52	3.17
	High	88	23.72	5.67
	Total	**402**	**22.84**	**4.63**
Procurement	Low	248	21.66	4.97
	Average	66	23.41	3.10
	High	88	22.63	5.56
	Total	**402**	**22.16**	**4.56**
Curriculum	Low	248	18.14	3.47
	Average	66	18.15	3.01
	High	88	19.11	3.30
	Total	**402**	**18.36**	**3.38**
Performance measures and review Activity	Low	248	16.94	3.62
	Average	66	17.55	2.33
	High	88	18.20	3.43
	Total	402	17.32	3.43

Examination of the result in table 28 shows the summaries of the descriptive statistics of influence of quality control measures of admission/academic regulations on the attainment of sustainable development operationalized by six indices. The results revealed that with the exception of procurement, respondents who perceive the quality control measure of admission/academic quality as high, had higher mean attainment of sustainable development in terms of quality of learning achievement, management of resources, leadership commitment, procurement, performance measures and review activities than those who perceived the quality control measures of admission/academic regulation as low.

Table 3 One Way of Analysis of Variance (ANOVA) of Influence of quality control of admission/academic regulation on attainment on sustainable development in higher institution

Variable	Level of sustainable development	Sum of square	Degree of Freedom	Mean square	F	Sign
Quality of learning achievement	Between Group Within Group	229.490	2	114.745	7.512	0.001
	Total	6094.373	399	15.274		
		6323.863	**401**			
Management of resources	Between Group	167.694	2	316.260	6.218*	0.002
	Within Group	5380.657	399	13.485		
	Total	**5548.351**	**401**			
Leadership commitment	Between Group	87.269	2	43.634	2.042*	0.131
	Within Group	8527.221	399	21.371		
	Total	**8614.490**	**401**			
Procurement	Between Group	183.6839	2	91.842	3.896*	0.021
	Within Group	9408.128	399	23.579		
	Total	**9591.811**	**401**			
Curriculum	Between Group	64.723	2	32.361	2.865	0.058
	Within Group	4507.409	399	11.297		
	Total	**4572.132**	**401**			
Performance measurement and review activity	Between Group	108.104	2	54.052	4.673	0.010

Within Group	4614.775	399	11.566		
Total	**4722.878**	**401**			

[*]$P<0.05; F_2\ 399=3.02$

Observation of the result in table 29 shows that there is a significant influence of quality control measures of admission/academic regulations on attainment of sustainable development in terms of quality of learning achievement (F= 7.512: p <,05); management of resources (F $^=$ -6.218; p< .05); procurement (F= -3.895; p< .05) and performance measures and review activities (F= 4.673; p< .05) while quality control measure in terms of admission/academic regulation did not have any significant influence on the attainment of sustainable development in terms of leadership commitment (F= 2.042; p > .05) and curriculum (F = 2.865; p > .05). The null hypothesis was retained for this last two because the F-ratio of 2.042 and 2 865 were far low, the critical F-ratio of 3.02 given .05 alpha level and with 2 and 399 degrees of freedom. While the other four cases had the null hypothesis rejected because the calculated F-ratio of

7.5122; 6.218; 3.895 and 4.673 were found to be far greater than the critical F-ratio of 3.02 given .05 alpha level and with 2 and 399 degrees of freedom. This finding means that the quality control measure of admission/academic regulations significantly influenced attainment of sustainable development with reference to quality of learning achievement, management of resources, procurement and performance measures and review activities.

8.3 Discussion of findings

The study has two (2; hypotheses to contend with, and the discussions of the findings, that emanated from the data analysis were centered on the two (2) hypotheses respectively.

8.3.1   Quality of human resources and sustainable development in higher institutions

The findings of the study revealed that the quality of human resources available significantly influenced sustainable development in terms of quality of learning achievement, management of resources, leadership commitment, procurement and performance measure and review activities, while, the quality of human resources available did not significant influence sustainable development with regards to curriculum. A detailed finding showed that those who perceived the quality of human resources available as high were significantly more developed in terms of quality control of learning achievement, management of resources, leadership commitment, Procurement and performance measure and review activities. These findings corroborate earlier findings by (Mgbekem, 1997; Sambere, 2000; Hobson, 1991; Perfuson 1991), who in their various contributions have found that the success of higher institutions is a product of   the quality of human resources.

Their views attributed the gross inadequacy of qualified and experienced manpower to man the appropriate positions of responsibilities, as a result, the students suffer a great deal working seemingly alone on projects of which their superior have only superficial knowledge, and that where staff are available they are not ineptly trained.

In another view in view of qualifications, this study agreed with Knoblock (1986) who reported that lecturers (institutions) with post graduate qualifications (Master's and Doctorate) were adjusted to be more significantly effective than those with Bachelor   .degree of below qualifications as a response of a measure based on students results on the adjustment test by responses on evaluation. Because of the dearth of literature materials, available contradictory findings could not be located and hence not discussed.

8.3.2 Quality control with regards to admission/academic regulation and sustainable development in higher institutions.

The findings of the hypothesis revealed a mixed outcome. This implies that, some of the dependent variables are significant while others are not. On the whole, there was a significant influence of quality control on admission/academic regulations and sustainable development in terms of quality of learning achievement, management resources, procurement and performance measure and review activities, whereas, the leadership commitment and curriculum were seen not to be significant.

These findings particularly on leadership commitment on admission/academic regulations actually make meaning, as observation   show that many schools have the problems of their leaders demanding for admission even when their wards are not   qualified If this opinion holds, their performance in the school setting cannot match with the

requirement or standard of the school. These findings are at variance with the standard and machinery set by the government to maintain are regulate standards in higher institutions.

The above findings conform to the expectations of the agencies put in place to manage the activities on admissions and academic standards in terms of quality of learning achievement, procurement, performance measure and review activities. This is because the Nigerian Universities Commission (NUC), carryout accreditation exercises in various higher institutions to check the standard of programmes, facilities, while Joint Admission and Matriculation Board (JAMB) has the responsibility to manage, regulate and approve appropriate issues on admissions into higher institutions in the country. These processes provide a platform for effective management, leadership commitment and procurement of whatever is expected to maintain standards that may lead to sustainable development.

Though, these findings meet with the nation's processes, they seem to differ from the position of the Minister for Education, Egwu (2009) has stressed on the absence of a bench mark minimum academic standards for post-graduate programmes in Nigerian University system. And ensure strict compliance with programme focus. Based on these findings, if the processes put in place are strictly adhered to, and quality is maintained, the sustainable development would surely be achieved.

However, the findings further revealed that, respondents who perceived the quality control measure of admission/academic regulations as being high also had significant higher mean attainment of sustainable development in terms of management of resources, quality of learning achievement, performance measure and review activities. Therefore, in conformity with the approved guidelines/minimum standard quality control as the case may be, falls in line with the requirement given by Joint Admission and Matriculation Bard and National University Commission (NUC).

The findings on Record Keeping of students in work in higher Institutions, confirmed that without appropriate record keeping of students academic work Ajala (2004) would not have been in a position to give account of the enrolment trends and possible create forecast as to how the entire internal analysis was made as to declare the annual growth rate in the 1990s. The emphasis on this position is a declaration that there is a record keeping activity in the higher institutions.

It is important therefore to note that the success of sustainable development depending on the available data that could be analysed to sharpen the focus of various decision making bodies in Nigeria higher institutions.

9. Conclusion

On the basis of the findings, it was concluded that higher institutions that have a higher perception of the availability of human resources are seen to achieve sustainable development as regards quality of learning achievement, management of resources, leadership commitment procurement and performance measure and review activities but deficient in curriculum. Thus, the enhancement of sustainable development in higher education is desirable and should be pursued and promoted through quality assurance mechanism.

In terms of admission/academic regulations, it was concluded that management of resources, the quality of learning achievement, procurement and performance measure and review activities in higher institutions in Cross River State have been put in place to maintain sustainable development but there is lack of leadership commitment and curriculum implementation to its expectation.

For quality control measure and students academic to be adequately kept, it was concluded that most of the indicators for sustainable development were met except for curriculum while quality of learning achievement procurement management of resources leadership commitment should be given the attention and most of the time, be spend on implementation of the curriculum.

Generally therefore, a good performance of higher institutions id necessary for sustainability, as it contributes to national development. These also depend on the quality control measures adopted by the institutional stakeholders.

It was concluded that, state and Federal institutions were seen to be at par, i.e. there was no significant difference in the implementation of policy sustainability between the State owned institutions and U- 1e federally owned institutions.

10. Recommendations

Based on the findings of the study, the following recommendations were made;

1.   The National University Commission (NUC) should emphasize uniform instructional objectives are minimum academic standards in all universities to ensure quality control.

2.   The development of career-related programmes and the use of uniform curriculum studies in the same courses or programmes offered by all the universities.

3.   There should between activities between State owned institutions with Federal institutions so that staff of the Federal Institutions can emulate the State owned institutions staff to allow for even development between State and Federal institutions.

4.   Since it is perceived that, institutions with both human and material resources maintain a higher level of sustainability, government should put in place programmes that would aid maximum utilization of human and in material resources

5.   A commission she id be set by Government to look into the existing curriculum and prefer possible strategies on how to adjust the curriculum that could easily be implemented.

6.   Government in collaboration with leadership should set up monitoring and evaluation units in each faculty of the institutions to monitor the implementation of the curriculum

7.   Leadership of the   various sub-sections of the school system should be made autonomous, as this would create checks and balance and enhance leadership commitment at all levels of the institutions.

8.   For a smooth running of the system, the system should be semi-automated; this would lead to checks on the level of implementation of the curriculum

Finally, students' evaluation of lecturers and non-academic staff should genuinely be carried out in each sub- sector of the school system, as this would act as a check on the attitude of staff in all activities in the school systems.

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