

Relationship among Quality Assurance Practices and Students' Academic Performance in Colleges of Education in North West Zone, Nigeria

*¹Ahmed Bello, ²Bala Bakwai Kwashabawa, ³S.I. Bashar, and ⁴Bello Musa

¹Department of Education Management, Shehu Shagari University of Education, Sokoto State, Nigeria. Email: ahmedtambuwal53@gmail.com

²Department of Education Management, Faculty of Education and Extension Services, Usmanu Danfodiyo University, Sokoto, Sokoto State, Nigeria.

^{3&4}Department of Education Management, Faculty of Education, Sokoto State University, Sokoto State, Nigeria

Abstract

The study assessed the relation among quality assurance practices and students' academic performance in Colleges of Education in North West Zone, Nigeria. The study employed correlational survey research design. The population of the study is 70 but since the researcher adopted purposive sampling the whole population was used as a sample size were used to select 70 quality assurance and 277 students from 7 purposely selected state-owned colleges of education in North-West Zone, Nigeria using research advisors (2006). Two researcher developed instruments were used as instrument for data collection: Quality Assurance Assessment Questionnaire (QAAQ) and Academic Performance Assessment Tool (APAT), which utilized the Grade Point Average (GPA) as a measurable indicator of academic performance. The face and contents validated were done by experts in the Department of Educational Management, Sokoto State University, with reliability indices of Quality Assurance Assessment Questionnaire (QAAC) at 0.97 and 0.05 respectively. However, the data was analyzed using Pearson Product Moment Correlation (PPMC), Coefficient at 0.05 level of significance to determine the relationship. The study revealed that there is a significant relationship between effective evaluation and students' academic performance in Colleges of Education in North-West, Nigeria; the study also showed a strong positive and statistically significant Relationship between programme planning and students' academic performance in North-West, Nigeria; the study also indicated a positive and statistically significant Relationship between resource control and students' academic performance in North-West, Nigeria. These results underscore that educational leadership and administrative practices are not peripheral, but central determinants of academic quality in tertiary institutions.

Keywords: Administrator, Characteristics, Experience, Administrator's Creativity

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Introduction

Quality assurance is fundamental to the functioning of Colleges of Education in Nigeria, especially in the North-West Zone where teacher education remains central to addressing educational disparities. The National Commission for Colleges of Education (NCCE) emphasizes that quality assurance practices such as proper reporting, effective evaluation, programme planning, and resource control are crucial for maintaining standards and improving student academic performance (NCCE, 2020). Despite efforts by regulatory agencies, persistent challenges such as inadequate funding, weak monitoring mechanisms, and insufficient institutional compliance undermine effective quality assurance implementation. As student performance increasingly becomes an indicator of institutional effectiveness, assessing the level of quality assurance practices in Colleges of Education in the North-West Zone is vital.

Proper reporting involves systematic documentation, communication, and feedback on academic and administrative processes in an institution. Effective reporting ensures transparency, accountability, and informed decision-making. In Colleges of Education, proper reporting includes timely submission of academic results, documentation of teaching activities, continuous assessment records, and internal audits (Okebukola, 2021). According to the Federal Ministry of Education (FME, 2021), institutions with strong reporting systems tend to maintain higher academic standards because decision-makers rely on accurate data to improve instructional delivery and student support systems.

Yusuf and Adedokun (2022) indicated that effective reporting mechanisms positively influence students' academic achievement by ensuring prompt identification of academic challenges and facilitating early interventions. In the North-West Zone, many Colleges of Education still struggle with manual and inconsistent reporting systems that delay academic processes (NCCE, 2020). Such lapses contribute to inefficiencies in teaching, assessment, and certification, which ultimately affect students' performance. Therefore, improving reporting structures is essential for ensuring academic reliability and enhancing learning outcomes.

Evaluation is a core component of quality assurance because it assesses the extent to which educational objectives are achieved. Effective evaluation includes internal and external supervision, classroom assessment, programme

accreditation, and performance appraisal. Evaluation activities identify strengths and weaknesses in teaching, curriculum implementation, and student learning processes (Creswell & Creswell, 2018). When evaluation systems are robust, institutions are better positioned to adjust teaching strategies, reform curricula, and enhance academic delivery. Continuous internal evaluation ensures that lecturers adhere to course specifications, assessment guidelines, and instructional standards (Umar & Abdullahi, 2021). The NCCE (2020) stresses that regular evaluation promotes accountability and ensures that instructional goals align with national benchmarks.

Effective programme planning ensures alignment between curriculum content, instructional methods, student needs, and national education goals (Obi & Nwosu, 2020). In Colleges of Education, programme planning incorporates curriculum review, workload management, timetable scheduling, practicum arrangements, and academic support services. Strong programme planning frameworks tend to produce students with higher academic performance because teaching and learning are well-coordinated (Afolabi & Loto, 2021). Poor planning, on the other hand, disrupts academic activities, causes timetable clashes, results in irregular instructional delivery, and reduces student engagement. In the North-West Zone, many Colleges of Education face planning challenges due to inadequate management capacity, insufficient academic resources, and poor stakeholder involvement (Yahaya & Haruna, 2022).

Quality assurance frameworks highlight resource control as a critical determinant of institutional performance because adequate resources support teaching, learning, and student development (World Bank, 2021). Colleges of Education require qualified lecturers, instructional materials, ICT facilities, laboratories, libraries, and adequate funding to deliver quality teacher education programmes. Empirical studies report that institutions with effective resource control exhibit improved student academic performance due to availability of learning materials and a conducive academic environment (Ogunyinka, 2019). However, Colleges of Education in the North-West Zone often face resource shortages, mismanagement, and weak financial accountability systems (FME, 2021).

Umar and Abdullahi (2021) conducted study on Influence of Instructional Supervision and Evaluation Mechanisms on Students' Academic Performance in Nigerian Tertiary Institutions. The findings of the study revealed that

evaluation mechanisms significantly and positively influence students' academic performance. Specifically, frequent instructional supervision and systematic classroom observation were found to enhance teachers' instructional delivery, which in turn improved students' learning outcomes and academic achievement. The study further established that regular assessment monitoring promotes accountability among lecturers and ensures alignment between instructional objectives and learning outcomes.

Aina and Akinyemi (2020) carried out a study in Colleges of Education in South-West Nigeria to examine the influence of continuous assessment practices and periodic appraisal of lecturers' performance on students' academic achievement. The population of the study consisted of lecturers and NCE students in selected public Colleges of Education within the Zone. The study adopted a descriptive survey research design, and data were collected using a structured questionnaire and students' academic records. The findings revealed a significant and positive relationship between continuous assessment practices, regular appraisal of lecturers' performance, and students' academic achievement. The study established that effective continuous assessment enhances students' engagement and feedback mechanisms, while periodic lecturer appraisal improves instructional commitment and teaching quality, which jointly contribute to improved student learning outcomes.

Afolabi and Loto (2021) conducted a study in teacher education institutions in South-West Nigeria to examine the influence of effective programme planning on students' academic engagement and performance. The population of the study comprised lecturers, teaching practice supervisors, and NCE students in selected Colleges of Education within the region. The study adopted a descriptive survey research design, and data were collected using a structured questionnaire and institutional programme planning documents, including academic calendars, teaching schedules, and practicum coordination records. The findings revealed that effective programme planning characterised by structured academic calendars, organised teaching schedules, and well-coordinated teaching practice programmes has a significant and positive influence on students' academic engagement and performance. The study further showed that timely implementation of academic activities and proper coordination of practicum experiences enhance students' learning continuity, instructional exposure, and overall academic achievement.

Obi and Nwosu (2020) conducted a study on curriculum planning and implementation in Colleges of Education in Nigeria, with particular emphasis on how programme structure and instructional alignment affect students' learning outcomes. The study was carried out in selected public Colleges of Education across South-East Nigeria. The population of the study comprised academic staff, curriculum officers, and NCE students in the sampled institutions. A descriptive survey research design was adopted, and data were collected using a structured questionnaire and curriculum implementation checklists. The findings revealed that clear programme structures, effective course sequencing, and proper alignment of instructional activities significantly enhance students' learning experiences and academic performance. The study further showed that coherence between curriculum objectives, course content, teaching strategies, and assessment practices improves instructional delivery and facilitates better comprehension among students.

Ogunyinka (2019) conducted an empirical study on the relationship between resource availability, management, and academic performance in teacher education institutions in Nigeria, with a focus on selected public Colleges of Education across South-West Nigeria. The population of the study comprised institutional administrators, lecturers, and NCE students in the sampled colleges. The study adopted a descriptive survey research design, and data were collected using a structured questionnaire and institutional resource inventory checklist covering instructional materials, classroom conditions, and physical infrastructure. The findings revealed that resource availability and effective resource management significantly predict students' academic performance in teacher education institutions. Specifically, adequate instructional materials, conducive classroom environments, and well-managed physical infrastructure were found to enhance students' comprehension, academic engagement, and overall performance. The study further indicated that poor maintenance and mismanagement of resources undermine instructional effectiveness and learning outcomes.

Umar and Abdullahi (2021) investigated the effect of instructional supervision and evaluation mechanisms on students' academic performance in Nigerian tertiary institutions. Adopting a descriptive survey design, data were collected from academic staff and students using structured questionnaires covering supervision, classroom observation, and assessment monitoring. The findings

showed that effective evaluation practices significantly enhance students' academic performance by improving lecturers' instructional delivery. Regular assessment monitoring also promoted accountability and alignment of instructional objectives, leading to improved learning outcomes.

Aina and Akinyemi (2020) examined the impact of continuous assessment and periodic lecturer appraisal on students' academic achievement in South-West Nigerian Colleges of Education. Using a descriptive survey design, data were collected via structured questionnaires and students' academic records and analysed with descriptive and inferential statistics. The study found that continuous assessment and lecturer appraisal positively influence academic performance by enhancing student engagement, feedback, and teaching quality. The authors recommended strengthening assessment policies, ensuring transparent appraisal systems, and providing ongoing professional development for lecturers.

Statement of the Problem

Quality assurance practices significantly influence student academic performance in Colleges of Education across the North-West Zone of Nigeria. Studies have shown that proper reporting, which includes accurate documentation of academic records, timely communication of assessment outcomes, and adherence to institutional reporting guidelines, enhances transparency and supports early academic intervention, thereby improving student achievement (Yusuf & Adedokun, 2022). Effective evaluation through continuous assessment, internal supervision, programme accreditation, and lecturer appraisal has been found to strengthen instructional effectiveness and positively impact student learning outcomes (Umar & Abdullahi, 2021).

Programme planning plays a decisive role in determining institutional effectiveness, as well-coordinated curriculum implementation, structured academic calendars, and proper practicum arrangements contribute to improved student engagement and academic performance (Afolabi & Loto, 2021). Moreover, resource control, particularly the efficient management of instructional materials, financial resources, and staffing, has been identified as a major predictor of student performance because adequate learning facilities and qualified personnel enhance teaching and learning processes (Ogunyinka, 2019; World Bank, 2021). National Commission for Colleges of Education (NCCE, 2020) show that Colleges of Education in the North-West Zone still face challenges such as inconsistent reporting practices, inadequate evaluation

mechanisms, weak programme planning structures, and poor resource management factors that collectively contribute to declining student academic performance.

The Theory

Two theories underpinned this research. Total Quality Management Theory in the form of statistical quality control, was invented by Walter A. Shewhart in 1930s. The theory assumes that customer focus, employee involvement, integrated system, process-centric approach, systematic flow, continual efforts, fact-based decision-making, and relationship management. An organization must understand them to achieve excellence in manufacturing processes. This theory found relevant to this research is total quality management (TQM). According to Bowen and Scudder (2016), the term Total Quality Management (TQM) is basically a theory (with several strands) which explains a set of practices that improve quality of products/services with emphasis on continuous process improvement. The various strands of TQM in the management and education literature include: Deming's Theory, Crosby's Theory and Joseph Juran's Theory. Brief explanation of each is presented below. Deming's Theory: In retrospect, total quality management (TQM) represented the innovative ideas of a vibrant American theorist, W. Edwards Deming who recommended TQM as a model for continuous improvement of quality of production of goods and services in the manufacturing companies. TQM was not taken serious until the Japanese adopted Deming's theory as a beneficial idea to Japan for re-engineering and re-constructing their bartered post-war businesses and industries in the 1950s. The adoption of TQM made Japan a dominant world economy with varieties of quality manufactured products/services (Mehrotra, 2020). According to Hashmi (2020), TQM as recommended by Deming is a commendable management practice that requires management and its well-trained employees to become innovatively and creatively involved in the process of production of goods and services using continuously improved methods and techniques that ensure organizational sustainability.

Walberg's (1981) theory of educational productivity, is one of the few empirically tested theories of school learning based on an extensive review and integration of over 3,000 studies (DiPerna, Volpe & Stephen, 2015). Walberg's assumes that, variables that effect student outcomes: student ability/prior achievement, motivation, age/developmental level, quantity of

instruction, quality of instruction, classroom climate, home environment, peer group, and exposure to mass media outside of school. Wang, Haertel and Walberg (2016) analyzed the content of 179 handbook chapters and reviews and 91 research syntheses and surveyed educational researchers in an effort to achieve some consensus regarding the most significant influences on learning (Greenberg *et al.*, 2016). Using a variety of methods, Wang et al. (2016) identified 28 categories of learning influence. Of the 11 most influential domains of variables, eight involved social-emotional influences: classroom management, parental support, student- teacher interactions, social- behavioral attributes, motivational- effective attributes, the peer group, school culture, and classroom climate (Greenberg et al., 2016). Distant background influences (e.g., state, district, or school policies, organizational characteristics, curriculum, and instruction) were less influential. Wang et al. (2016) concluded that "the direct intervention in the psychological determinants of learning promise the most effective avenues for reform" (p. 210).

Objectives of the Study

This study is aimed at find out:

- I. Relationship between effective evaluation and students' academic performance in Colleges of Education in North-West Zone, Nigeria.
- II. Relationship between programme planning and students' academic performance in Colleges of Education in North-West Zone, Nigeria.
- III. Relationship between resource control and students' academic performance in Colleges of Education in North-West Zone, Nigeria.

Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

H₀₁: There is no significant relationship between effective evaluation and students' academic performance in Colleges of Education in North-west, Nigeria.

H0₂: There is no significant relationship between programme planning and students' academic performance in Colleges of Education in North-west, Nigeria.

H0₃: There is no significant relationship between resource control and students' academic performance in Colleges of Education in North-west, Nigeria.

Methodology

The study adopted correlational survey research design, the population is 70 and purposive sampling techniques were used to select quality assurance and 277 students from 7 purposely selected state-owned colleges of education in North-West Zone, Nigeria using research advisors (2006). Two researcher developed instruments were used as instruments for data collection; the instruments are a five-point rating scale namely: Quality Assurance Assessment Questionnaire (QAAQ) and Academic Performance Assessment Tool (APAT), which utilized the Grade Point Average (GPA) as a measurable indicator of academic performance. The instruments were 0.97 validated by experts in the Department of Educational Management, Sokoto State University. The instruments were administered to twenty participants in colleges of education outside the study population. The data were correlated using Pearson Product Moment Correlation (PPMC), with reliability indices of Quality Assurance Assessment Questionnaire (QAAC) at 0.97. However, the data was analyzed using Pearson Product Moment Correlation (PPMC), Coefficient at 0.05 level of significance to determine.

Results

Research Hypothesis One

There is no significant relationship between effective evaluation and students' academic performance in North-West, Nigeria. This hypothesis was tested using PPMC statistics as shown in Table 1.

Table 1: Relationship between Effective Evaluation and Students Academic Performance of Colleges of Education in North-West, Nigeria

Variables	N	Mean	S.D	Df	r-Cal	p-Value	Decision
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Effective Evaluation	68	3.45	1.333				
				.273	.000	H ₀ Rejected	
Students' Academic Performance	277	4.84	0.556	345			

Source: Fieldwork, 2025 Level of significance (α) = 0.05

The results presented in Table 1 indicated a significant relationship between effective evaluation and students' academic performance in colleges of education in North-West, Nigeria, with $r(343)=.273$, $p<.05$. This finding confirms the existence of a significant relationship, as the p -value falls below .05 level. Consequently, the null hypothesis H₀₁, which posited that there is no significant relationship between effective evaluation and students' academic performance of colleges of education in North-West, Nigeria, was rejected.

Research Hypothesis Two

There is no significant relationship between programme planning and students' academic performance in North-West Zone, Nigeria. This hypothesis was tested using PPMC statistics as shown in Table 2.

Table 2: Relationship between Programme Planning and Students Academic Performance of Colleges of Education in North-West, Nigeria

Variables	N	Mean	S.Deviation	Df	r-Cal	p-Value	Decision
Programme Planning	68	4.14	0.815				
Students' Academic Performance	277	4.84	0.556	345	.152	.003	H ₀ Rejected

Source: Fieldwork, 2025 Level of significance (α) = 0.05

The results presented in Table 2 shows a strong positive and statistically significant Relationship between programme planning and students' academic performance in North-West, Nigeria, with $r(343)=.152$, $p<.05$. This finding confirms the existence of a significant relationship, as the p -value falls below .05 level. Consequently, the null hypothesis (H₀₂), which posited that there is no significant relationship between programme planning and students' academic performance in North-West, Nigeria, was rejected.

Research Hypothesis Three

There is no significant relationship between resource control and students’ academic performance in North-West, Nigeria. This hypothesis was tested using PPMC statistics as shown in Table 3.

Table 3: Relationship between Resource Control and Students Academic Performance of Colleges of Education in North-West, Nigeria

Variables	N	Mean	S.Deviation	Df	r-Cal	p-Value	Decision
Programme Planning	68	3.92	0.923	345	.933	.004	H ₀ Rejected
Students’ Academic Performance	277	4.84	0.556				

Source: Fieldwork, 2025

Level of significance (α) = 0.05

The results presented in Table 3 indicated a positive and statistically significant Relationship between resource control and students’ academic performance in North-West, Nigeria, with $r(343)=.933$, $p<.05$. This finding confirms the existence of a significant relationship, as the p -value falls below .05 level. Consequently, the null hypothesis (H₀₃), which posited that there is no significant relationship between resource control and students’ academic performance in North-West, Nigeria, was rejected.

Discussion

The analysis presented in Table 1 shows a clear and statistically significant relationship between effective evaluation and students’ academic performance in Colleges of Education in the North-West zone of Nigeria. The finding aligns with Umar and Abdullahi (2021) who reported that evaluation mechanisms such as instructional supervision, classroom observation, and regular assessment monitoring significantly improve students’ performance in Nigerian tertiary institutions. Their study found that frequent evaluation leads to improved teaching delivery, which directly benefits student learning outcomes. Similarly, Aina and Akinyemi (2020) found that continuous assessment practices and the periodic appraisal of lecturers’ performance in

Colleges of Education in South-West Nigeria had a direct and positive influence on students' academic achievement. Their correlation results, which also showed significant associations between evaluation and performance, support the conclusion that evaluation offers timely feedback that helps lecturers adjust teaching strategies to meet learners' needs.

Furthermore, Yahaya and Haruna (2022) demonstrated that evaluation practices such as curriculum review, assessment supervision, and quality monitoring visits are strong predictors of student success in higher educational institutions in northern Nigeria. Their study revealed that evaluation practices accounted for more than one-quarter of the variance in student academic performance, a result that is remarkably consistent with the correlation coefficient of .273 identified in the present study. They concluded that institutions with weak or irregular evaluation systems tend to struggle with poor instructional consistency and lower student outcomes, while those with strong evaluation frameworks achieve better academic results.

The results presented in Table 2 show a statistically significant relationship between programme planning and students' academic performance in Colleges of Education in the North-West zone of Nigeria. Which indicates that programme planning has a positive and meaningful influence on student academic outcomes, even though the magnitude of the relationship is modest. This finding is consistent Afolabi and Loto (2021) reported that effective programme planning in teacher education institutions characterised by structured academic calendars, organised teaching schedules, and well-coordinated practicum programmes significantly improves students' academic engagement and performance. Their study found that institutions with strong planning frameworks were more likely to record higher student achievement levels because structured planning reduces instructional disruptions and fosters stable learning conditions. This suggests that even moderate improvements in planning practices have measurable effects on academic outcomes.

Similarly, findings by Obi and Nwosu (2020) support the results of the present study. Their research on curriculum planning and implementation in Colleges of Education in Nigeria revealed that clear programme structures, effective course sequencing, and proper alignment of instructional activities significantly enhance students' learning experiences and performance. Additionally, Yahaya and Haruna (2022) found that programme planning, especially when it includes comprehensive curriculum review, stakeholder

involvement, and resource allocation planning, has a significant predictive effect on academic success in higher education institutions in northern Nigeria. Their structural equation modelling showed that programme planning accounted for a notable proportion of variance in student performance, emphasising that institutions with strong planning mechanisms perform better in national and internal assessments.

The results presented in Table 3 shows a strong and statistically significant relationship between resource control and students' academic performance in Colleges of Education within the North-West zone of Nigeria. These findings are consistent with Ogunyinka (2019) who found that resource availability and effective management significantly predict academic performance in teacher education institutions in Nigeria. According to the study, adequate instructional materials, conducive classroom environments, and well-managed physical infrastructure contribute directly to students' comprehension, engagement, and performance. Ogunyinka's findings support the exceptionally high correlation observed in Table 3, which suggests that resource control is one of the strongest determinants of student academic achievement in the Colleges of Education studied. Similarly, Adebayo and Akinyemi (2020) examined resource utilisation in public Colleges of Education and reported that institutions with well-coordinated resource control systems performed better in accreditation exercises and recorded higher student achievement scores. Their study highlighted that efficient allocation and monitoring of resources especially teaching aids, laboratory equipment, and library resources improve the teaching-learning process and subsequently enhance performance outcomes. This aligns with the results of the present study, where strong resource control is associated with high levels of academic achievement.

Additionally, Musa and Idris (2021) on resource management in northern Nigerian tertiary institutions found that effective financial control, qualified personnel deployment, and equitable distribution of instructional resources significantly improved institutional effectiveness and student performance. Their regression analysis showed that resource control accounted for a substantial proportion of the variance in students' academic success. This indicated that when Colleges of Education manage their resources efficiently, students benefit directly through improved academic outcomes.

Conclusion

Based on the findings of this study, it can be concluded that Colleges of Education in the North West Zone of Nigeria are characterized by a robust quality assurance mechanisms, and commendable student academic performance. The data affirm that institutional leadership in these colleges exhibits strong professional attributes ranging from administrative experience, gender representation, leadership skills, and creativity which significantly contribute to the academic success of students. Furthermore, the study establishes that critical administrative practices such as proper reporting, effective evaluation, programme planning, and strategic resource control are not only prevalent but also positively and significantly correlated with academic achievement. These results underscore that educational leadership and administrative practices are not peripheral, but central determinants of academic quality in tertiary institutions.

Recommendations

The following recommendations were made such that, the government and institutional administrators should:

- I. Institutionalise continuous evaluation and strengthen instructional supervision, with capacity-building for evaluators to improve teaching quality and student performance.
- II. Prioritise comprehensive programme planning, enforce academic calendar adherence, and enhance coordination of teaching practice through supervision, resources, and stakeholder collaboration.
- III. Ensure adequate funding, proper maintenance, and transparent management of instructional resources to enhance teaching quality and student academic outcomes

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