Innovations

Evaluating the Influence of Strategic Mapping on the Academic Performance of Federal Universities in South-East Nigeria

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Abstract: *The study's main objective was to assess the effect of strategic mapping on the academic performance of federal universities in South-East, Nigeria. The specific objectives of the study areto assess the effect of vision statement clarity on accreditation status in federal universities in South-East Nigeria and to determine the effect of performance metrics on teaching quality in federal universities in South-East Nigeria.The study adopted a survey research design. The target population of this study consists of the management staff and academic staff of the seven (7) selected federal universities in South-East, Nigeria, with a population of 8131. A sample of 382 was determined using Taro Yamane'ssample determination formula. Quantitative data for the study were collected through a structured questionnaire. Descriptive statistics were analysed using simple percentages, mean, standard deviation, skewness, and charts using IBM SPSS version 25.0. Simple linear regression was used to test the hypothetical relationship between the study variables with the help of IBM SPSS version 25.0 Software. The findings revealed that the clarity of the vision statement and performance metrics had a positive and significant influence on the accreditation status and teaching quality, respectively. Thus, the study recommended that Clear and well-communicated vision statements should be integrated into institutional policies, strategic plans, and operational frameworks. Also, the study recommended that the Federal Ministry of Education and the National Universities Commission (NUC) should develop standardized performance metrics to assess teaching quality across universities.*

Key words*: strategic mapping, vision statement clarity, accreditation status, performance metrics, teaching quality*

Introduction

In the contemporary era, characterized by rapid technological advancement, societal transformation, and intense competitive pressures, organizations are

compelled to adopt strategic approaches to achieve defined objectives and maintain relevance. Strategies serve as frameworks that provide clarity, purpose, and direction for organizational operations (Getnet, 2018). The term "strategy" has its roots in the Greek word strategos, originally associated with military leadership and the tactical deployment of resources to accomplish specific missions (Kotler, Berger, & Bickhoff, 2015). However, within the context of management, strategy is more broadly interpreted as the long-term orientation and operational scope of an organization, intended to secure a competitive advantage by aligning internal resources with external challenges, thereby meeting market demands and fulfilling stakeholder expectations (Chukwuezi, 2023). According to Bryson (2018), strategy encompasses a systematic alignment of goals, policies, projects, and resource allocations that collectively define an organization's identity, activities, and underlying rationale.

Strategic mapping serves as a visual representation of cause-and-effect linkages among organizational objectives. It articulates these connections across the four perspectives of the balanced scorecard, offering a dynamic reflection of strategic evolution and the mechanisms by which value is created (Salisu, 2024; Mason, 2020). This tool has been widely adopted across both for-profit and non-profit organizations, including higher education institutions.

Globally, education is recognized as a fundamental driver of socio-economic, political, and cultural development (Bundy et al., 2018). It is broadly acknowledged that education stimulates economic progress and social transformation (Obikwelu, 2014). The increasing importance of knowledge-based economies highlights the pivotal role of education, particularly at the university level, in fostering innovation, research, and human capital development (World Bank, 2019). Universities are therefore seen as vital institutions for generating high-level skills, ideas, and leadership necessary for sustainable development worldwide.

In the African public sector, strategic mapping has gained traction as a managerial tool that enhances accountability, promotes efficient resource use, and supports institutional reform. Bovaird (2019) contends that a lack of strategic direction renders an organization ineffective and uncoordinated. Given the growing perception of public institutions as underperforming and wasteful, strategic management is increasingly viewed as essential for improving legitimacy and performance.

In the latter half of the twentieth century, strategic management practices gained momentum in higher education. By the time Keller (2013) highlighted the significance of academic planning, strategic initiatives had become a cornerstone of institutional governance. The field has since expanded significantly by 2004, the Society for College and University Planning had grown from just 25 members in 1959 to over 4,200 active participants (Dooris, Kelley, & Trainer, 2014). Sevier (2020)

notes that approximately 70% of U.S. higher education institutions implement some form of strategic mapping. In today's complex and fast-evolving environment, Sevier further asserts that while universities cannot control future outcomes, they can anticipate and shape them through current strategic actions. Accordingly, universities utilize strategy mapping to evaluate their goals, capacity for change, and overall institutional effectiveness.

In Nigeria, university education began with the establishment of University College Ibadan (UCI) in 1948, originally affiliated with the University of London (Ekundayo & Ajayi, 2019; Ike, 1976). However, UCI faced multiple challenges, including stringent governance structures, staff shortages, and high dropout rates (Rudakova, 2023). In 1959, the Federal Government inaugurated the Ashby Commission to assess the country's higher education needs over the subsequent two decades. Even before the commission's report was submitted, the Eastern Region had already founded the University of Nigeria, Nsukka in 1960. The recommendations of the Ashby Report led to the establishment of additional universities: the University of Ife (now Obafemi Awolowo University), Ahmadu Bello University, and the University of Lagos, all in 1962. UCI attained full university status the same year, becoming one of the first two federal universities in the country alongside the University of Lagos, while the rest were regional (Rudakova, 2023).

In recent times, the adoption of strategic mapping has become more prevalent in Nigerian universities due to the realization that traditional planning and administrative models are no longer sufficient to secure long-term institutional sustainability (Abdulkareem & Olaolu, 2012). Although many universities were initially skeptical about adopting business-oriented strategic frameworks such as strategic mapping, they have increasingly restructured their internal operations to embrace such practices (Abdous & He, 2018). This shift has been necessitated by growing internal and external pressures, including budgetary deficits, infrastructural inadequacies, and the need for heightened accountability and transparency in public resource utilization (Odunukwe et al., 2024).

Despite substantial investments and growing enthusiasm for strategic planning, many Nigerian universities have yet to realize their desired outcomes. Persistent structural and administrative challenges continue to hinder performance improvements, highlighting the critical need for deeper analysis and more refined application of strategic mapping tools (Nnamseh, 2020). Against this backdrop, this study seeks to examine the relationship between strategic mapping and the performance of federal universities in South East Nigeria.

Statement of the Research Problem

The current state of university education in Nigeria reflects a complex mix of progress and setbacks. The system continues to face escalating financial constraints

and a scarcity of essential educational resources. This persistent underfunding has led to the deterioration of key facilities such as libraries, laboratories, and student support services across many institutions. Alarming signs of decay are evident throughout the university system, with critical infrastructure, including lecture halls, science labs, student accommodation, libraries, books, journals, and office spaces, severely lacking.

Over the past decade, this institutional decline, coupled with the erosion of staff salaries, has triggered a significant "brain drain," where a large number of qualified academic personnel have exited the system. Between 1988 and 1990, for instance, more than 1,000 lecturers reportedly left federal universities in Nigeria. This exodus has made it increasingly difficult to attract and retain new academic staff. The issue of university autonomy remains central to addressing these challenges, as it plays a vital role in the development, dissemination, and application of knowledge. Consequently, the Academic Staff Union of Universities (ASUU) has remained vocal in its demand for greater institutional independence. Graduate unemployment is another pressing issue, with many Nigerian university graduates waiting up to five years to secure employment, particularly within the public sector. This prolonged joblessness, along with instances of student unrest and militant unionism, has led to frequent disruptions in the academic calendar, including university closures and leadership instability. Additionally, the rise in cult-related activities among students has introduced further risks to academic continuity, as such environments are often plagued by violence and insecurity.

Political interference is yet another major challenge affecting Nigerian universities, especially those owned by state governments. In many cases, political actors influence key decisions, including the appointment of vice-chancellors, deans, departmental heads, and program directors. This often undermines institutional autonomy. Moreover, the roles of vice-chancellors are increasingly being overshadowed by the growing involvement of chancellors and pro-chancellors, some of whom have established permanent offices on campuses and taken over aspects of daily university administration. As a result, union leaders and other stakeholders tend to bypass the designated university authorities when dealing with internal governance matters. In light of these issues, this study seeks to evaluate the impact of strategic mapping on the academic performance of federal universities in South-East Nigeria.

Objectives of the Study
The broad objective of this study is to assess the effect of strategic mapping on the academic performance of federal universities in South-East, Nigeria, while the specific objectives are to:

- Assess the impact of vision statement clarity on accreditation status in federal universities in South East Nigeria.
- Determine the effect of performance metrics on teaching quality in federal universities in South East Nigeria.

Review of the Related Literature
Dimensions of Strategic Mapping

Strategic mapping serves as a critical instrument in institutional management by visually linking strategic objectives with operational processes. It plays a central role in aligning organizational efforts and resource distribution, thereby enhancing both decision-making efficiency and performance evaluation.

Vision Statement Clarity

Vision statement clarity refers to the degree to which an organization's vision is explicit, understandable, future-oriented, and strategically aligned, enabling internal and external stakeholders to comprehend and pursue a common long-term goal. In the context of higher education, vision statement clarity is crucial because it guides institutional direction, inspires staff and students, and provides a benchmark against which success can be measured.

A clear vision statement must be specific enough to set a defined direction, yet broad enough to inspire innovation and growth. It typically communicates the institution's aspirations, values, and strategic intent (Collins & Porras, 1996). Clarity is achieved when the vision avoids ambiguous or generic language and instead uses concise, meaningful, and context-relevant terms that reflect the institution's unique identity and long-term goals (Lipton, 1996). Critically, the clarity of a vision statement influences strategic alignment, ensuring that academic activities, administrative decisions, and policy implementations are consistent with the university's overarching goals (Darbi, 2012). In contrast, a vague or overly complex vision can lead to misinterpretation, strategic drift, and disengagement among stakeholders.

In the university setting, vision statement clarity impacts accreditation outcomes, teaching quality, resource allocation, and stakeholder commitment. When communicated and embedded in institutional culture, it strengthens organizational identity and serves as a tool for accountability, performance measurement, and motivation (Abdulrahman & Mustapha, 2020). In South-East Nigeria, federal universities that possess clear and well-articulated vision statements are more likely to achieve accreditation. A concise vision statement acts as a strategic compass, aiding in resource management and improving academic standards, which are key criteria for accreditation (Bakare, 2021). Institutions with robust vision frameworks

are better positioned to attract necessary funding and resources (Bassey & Agboola, 2021).

Performance Metrics
The academic performance metrics of Nigerian federal universities are influenced by various factors, including funding, educational resources, and assessment methods. Research indicates that while funding and technology application are statistically significant in enhancing performance efficiency, the age of the university plays a crucial role in its overall effectiveness (Inua & Chinwuba, 2014). Additionally, the use of Data Envelopment Analysis (DEA) is recommended for better performance management, as it can assess inputs, processes, and outputs in university programs (Kwon-Ndung & Anthony, 2023). Furthermore, studies highlight that instructional materials significantly impact students' academic performance, suggesting a need for improved educational resources (Chukwuezi, 2023).

Despite these insights, some argue that the current metrics may not fully capture the complexities of academic performance, necessitating further research to explore additional influencing factors. Good strategic planning with strong performance measurement habits, combined with transparent reporting, helps higher education institutions better serve their students, employees, alumni, and the local communities they support. Tracking key organizational metrics enables universities to make data-driven decisions, ultimately delivering more efficient and effective services.

Factors that can affect the performance of academic staff in Nigerian universities include: Institutional factors, human resource management, accountability and punctuality, emotional intelligence, professional development, and external engagement. Other factors that can affect academic staff performance include: poor work ethics, poor work environment, industrial actions, lack of good pay, and lack of clarity of role.

Doughlas et al. (2020) posit that performance metrics provide a quantifiable way to help business leaders judge the performance of their business processes. There are numerous ways to track and calculate these metrics. It's up to managers to decide which metrics matter most to help them improve performance, identify potential issues, benchmark against competitors, and provide transparency to investors and regulators. Choosing the right performance metrics and using them effectively takes careful consideration. For example, leaders must assess how relevant each metric is to business performance, how reasonably it can be measured, and how it can predict future performance, as well as account for past performance. In this guide, we'll break down the types of performance metrics companies should be tracking

and provide detailed explanations and formulas for some of the most common metrics used by high-performing enterprises today.

Academic Performance in Universities

Academic performance encompasses various dimensions of student achievement, extending beyond mere grades to include cognitive aptitude, emotional competence, and socio-environmental influences like family education background (Yong, 2023). This multifaceted concept is pivotal in evaluating learning outcomes and tailoring educational interventions. Academic success results from both internal (mental and emotional capacities) and external (home environment) factors (OuYang & Levkiv, 2023). It is a core metric in determining institutional efficacy, reflecting not only grades but also broader educational competencies and student preparedness (Qocayeva, 2024).

Accreditation Status

Accreditation Status describes an official accreditation and certification that a covering educational establishment or a certain academic Programme has been shown to satisfy recognized standards of quality as laid down by an acknowledged accreditation organization. In Nigeria, accreditation of universities has its main focus in the National Universities Commission (NUC), the National Board for Technical Education (NBTE), which deals with polytechnics, while the National Commission for Colleges of Education (NCCE) deals with colleges of education. The NUC states that accreditation assures that programs delivered by the universities in Nigeria have minimum academic standards, including the curriculum content, the teaching staff, the infrastructure, finances, and the governance (NUC, 2020). Depending on the extent to which an institution or Programme complies with these standards, an institution or Programme can be fully accredited, interim accredited, or even refused accreditation.

The status of accreditation is significant because it facilitates quality assurance, accountability, and enhancement of the learning institute of higher education. To the students, the accreditation status influences the college or university of choice, so that they do not attend programmes that are not accredited and risk having their degrees being invalid or not accepted by employers or professional organizations (Okebukola, 2015). The ability of institutions to gain and retain accreditation status is always related to the chance of government funding and the legitimacy of the institutions. However, the issues of accreditation in Nigeria are still there, regardless of its significance. These are the political influence, lack of investment in higher education institutions, poor infrastructure, and inappropriate examination procedures (Adegbile & Oyekunle, 2021). Additionally, it has been criticized that

the current accreditation system pays more attention to physical infrastructure than to the outcomes of the learning process and research quality (Babalola, 2014).

Teaching Quality

Teaching quality refers to the effectiveness, competence, and impact of teaching practices in achieving desired learning outcomes, fostering critical thinking, and promoting student engagement and academic success. It encompasses not only the mastery of subject matter by instructors but also their ability to communicate, motivate, assess, and adapt pedagogical approaches to meet diverse learners' needs. High teaching quality is characterized by clarity of instruction, effective classroom management, curriculum alignment, responsiveness to student needs, and continuous professional development (OECD, 2009). In the context of higher education, teaching quality plays a pivotal role in shaping graduates' competencies, employability, and lifelong learning attitudes, which are essential for national development and global competitiveness.

Teaching quality is multidimensional, involving inputs (e.g., teacher qualifications and resources), processes (e.g., methods of instruction, engagement strategies), and outcomes (e.g., student performance, retention rates, and satisfaction). While some definitions emphasize academic credentials and research productivity, a more holistic approach recognizes student-centered teaching, pedagogical innovation, and formative assessment practices as equally critical (Biggs & Tang, 2011). Furthermore, teaching quality is increasingly assessed using performance metrics, student feedback, peer reviews, and external evaluations such as accreditation standards. These metrics help institutions identify gaps, improve curricula, and ensure accountability. However, overreliance on quantitative indicators without considering the qualitative aspects, such as ethical mentorship, inclusivity, and emotional intelligence, may undermine the true essence of effective teaching.

In federal universities, particularly in regions like South-East Nigeria, teaching quality is often influenced by institutional support, infrastructure, training opportunities, and alignment with national educational goals. Poor teaching quality can result in high failure rates, low student motivation, and poor academic reputation, whereas sustained improvements in teaching enhance academic performance and institutional credibility.

Relationship between Vision Statement Clarity and Accreditation

The clarity of the vision statement is the extent to which an institution has a well-articulated vision, a vision that is clearly understood by the institution, realistic, aspirational, and connected with the mission and values of the institution. It is also associated with consistency with strategic objectives and observable metrics capable of determining institutional actions (Gurley et al., 2015). A clear vision

statement acts like a guide to institutional development and assists in bringing a single identity amongst the stakeholders.

Accreditation, especially in the case of the Nigerian context, is a facilitated quality control procedure, the outcome of which is an assessment of university systems by the NUC based on options including the content of the curriculum and staffing, physical building, teaching, administration, and strategy (Okebukola, 2015). A successful accreditation process means that an institution is performing or better than minimum expectations that justify academic legality and public confidence.

The connection between the clarity of vision statement and accreditation is informed by the alignment in how vision leads to organizational coherence and purpose. Mintzberg, Ahlstrand, and Lampel (1998) indicate that a well-structured strategic vision of institutions makes them much closer to linking their structure, policies, and operations to the realization of long-term objectives, such that their preparedness to meet accreditation inspections is enhanced. Effective vision statements improve the institutional focus, create staff interest, and allow assigning resources according to the strategic priorities, which are the essential factors during accreditation-based evaluation. There is empirical evidence in support of this correlation. As an example, Gurley et al. (2015) observed that the extent to which the leadership practice and academic performance indicators are correlated is also higher in schools with their vision statement articulated clearly. Likewise, Nwadiani (2010) found out that the performance of the Nigerian universities in the accreditation exercise conducted by the NUC tends to be better in the aspects of strategic planning, internal quality assurance, stakeholder commitment in that those universities which have a vision properly communicated and shared within the university have done so well during the accreditation exercise.

Also, accreditation teams tend to assess the degree to which the vision of an institution is implemented in its mission, goals, and actions. An untidy or generalized vision statement may create an ill fit or focus, making the program delivery scatter across the board, which is an alarming factor in an accreditation process. On the other hand, a specific and doable vision increases the credibility of the institution and proves that it has a clear strategy of reaching academic excellence and being relevant to society.

The vision statement has an impact not just on how such an institution is perceived outside but also on the organizational culture. To facilitate the accreditation process, institutions that have established visions are in a better position to carry out effective self-assessment and identify performance gaps, and put up remedial measures to handle them. The measurable objectives that are developed based on clear vision statements can be tracked and reported in the course of accreditation.

Moreover, a clear vision contributes to alignment of the stakeholders, like faculty, students, administrators, as well as governing councils. With the institution as a

whole sharing a common vision, more coordination is acquired in ensuring that the institution meets the accreditation benchmark on curriculum design, quality of research, community interaction, and governance.

Despite the identified advantages, there are a number of challenges that hinder the successful implementation of vision statements in attaining the accreditation. To begin with, in most institutions, vision statements are drawn mainly to achieve compliance, not as a document reflecting reality and being used in daily activities (Adebayo, 2018).This tends to lead to purely symbolic vision statements, which are not at all implemented. Secondly, strategic confusion may happen because vision statements are not clearly stated or are too ambitious. Unless a vision is defined with sufficient specificity and includes some quantifiable aspects, it is not easy to make institutional practices reflect the accreditation standards (Hill, Jones, & Schilling, 2014). Such vagueness can be a problem for the accreditation teams during assessments. Finally, there is the danger of a vision drift in which the reality of the management of the institution does not keep in line with the vision. Such a mismatch could be occasioned by leadership change, financial or policy change, hence undermining the capacity of the institution to display coherence during accreditation exercises.

Relationship between Performance Metrics and Teaching Quality

Considering higher education, teaching quality is among the most important factors of student learning performance and institutional capacity. In order to guarantee the quality of education and its further development, the means of controlling, assessing, and developing of learning process, performance metrics are more often used by universities and regulatory agencies as a controlling instrument. The given interrelation between the performance measures and the effectiveness of teaching has been one of the most crucial questions of education-related research and the development of institutional policies, especially when considering the increasing rates of accountability, transparency, and quantifiable results in higher education.

Performance metrics can be evaluated as the measurable numeric data to be applied in determining the performance of a person, group, or organization in the attainment of certain defined goals (Biggs & Tang, 2011). To a university teacher, these can be the student evaluation scores, the rate of graduations, the patrons of the classes, publication fees, teaching hours, and the course fulness. The quality of teaching, in its turn, includes the planned efficiency, transparency, student-friendliness, as well as the general proficiency of educators in the process of teaching. It does not just deal with the provision of knowledge, but also the capacity to evoke critical thinking, inclusive learning conditions, and academic and personal growth among the students (Ramsden, 2003).

Research has established that performance measures and curriculum education do relate to high complexity, though moving in one particular direction. As Kember and Wong (2000) indicate, the student evaluation questionnaire (SEQ) can be used well in finding information about how students perceive the quality of teaching. Such tools have, however, been heavily criticized as subjective and in some cases (though not necessarily in others) driven by reasons independent of the quality of the instruction itself (i.e., course difficulty, grading lenience).

According to Biggs and Tang (2011), when adequately chosen and applied, performance measures can improve the quality of teaching by providing lecturers with data-based feedback. As an example, teaching times should be checked regularly, promptness of feedback, and updates made to course materials can be used in performance reviews and professional development plans. This helps in constant quality improvement and teaching behavior according to institutional aims.

However, researchers like Bevan and Hood (2006) have warned against over-dependence on quantifiable scales, which may result in undesired outcomes, including teaching to the metric, where teachers concentrate on the measurement scale only, thus limiting their approach to the educational outcome. Specifically, an instructor may sometimes value a good rating of students by not addressing a difficult subject matter, and so limiting academic rigor.

The establishment of the performance scores in the institutional staff appraisal systems is usually connected with the decision process concerning the promotion, tenure, and acknowledgment within the system. Although it can be motivating to better teaching performance, it can be a source of stress and decrease inner self-motivation unless it is accompanied by the elements of qualitative assessment and reviews by peers (Ramsden, 2003).

Even though they are useful, there are a few issues that have continued to face measurement of the linkage between performance metrics and teaching quality. The nature of teaching is multidimensional and contextual, leaving its maximum comprehensiveness with a combination of the standardized indicators (Glickman et al., 2014). Additionally, the validity and the consistency of certain metrics, especially student ratings, are often doubted based on their lack of objectivity and inclination to bias and cultural differences.

Theoretical Review

This study is hinged on Mintzberg's Theory of Strategic Formation and Behavior Metrics Theory by Yoesoep Edhie Rachmad (2022).These theories explain how the strategic mapping affects the federal government university's academic performance.

Mintzberg's Theory of Strategic Formation

The theory by Mintzberg (1973) presents useful information on the correlation that exists between the clarity of the vision statement and accreditation. Specifically, those design school and learning school systems of his are relevant. The design school encourages paying attention to the power of a coherent, conscious vision that balances capabilities internally with opportunities available. The vision statement is articulately crafted and acts like a strategic guide that orients the behavior of the institution, allocation of resources, as well as the institution's goals (Mintzberg et al., 1998). Such clarity is critical to those institutions that need to be accredited, because the accrediting agencies will normally inquire whether a vision of a university is realistic, measurable, and suited to the national standards of education and goals (Okebukola, 2015). Employing a clear vision improves internal coordination and stakeholders' commitment, which is important in meeting accreditation requirements like Programme planning, staff development, infrastructure, and learning outcomes.

On the other hand, learning school postulates that strategies can also grow naturally through learning and adaptation. During accreditation, an institution may narrow or re-interpret its vision based on analysis of the feedback to the institution within accreditation exercises, quality assurance reviews, or variations in regulatory conditions. Thus, the vision clarity is never fixed but has a continuous influence placed on it by institutional learning processes whose formation is determined by accreditation demands and outcomes (Adegbile & Oyekunle, 2021).

Although it is generalized to a large extent, the Theory of Strategic Formation by Mintzberg is not devoid of denunciation. On the one hand, it is criticized that the theory can overshadow the role of formal planning in an environment with a high level of regulation, like higher education, where specificities of accreditation are detailed and prescriptive (Ansoff, 1991). Too much faith in emergence strategies may result in inconsistency and meaninglessness unless tied to definite institutional objectives. Second multiple schools of thought that are presented by the theory can be characterized by insufficient coherence and real-life integration, which prevents the institutions from implementing a coherent strategic approach (Hill, Jones, & Schilling, 2014). This multiplicity may be too much to handle among administrators who need to have tangible and practical structures for relating vision to the consequences of accreditation.

Conclusively, the Theory of Strategic Formation provided by Mintzberg is flexible and realistic in interpreting the dynamic relationship between the clarity of the vision statement and accreditation status. The theory highlights the significance of a clear and yet flexible vision in moving through accreditation requirements by embracing both the deliberate and emergent strategy processes. However, the prescriptive nature of the theory and the possible sophistication of the theory a

stand-out drawbacks of the theory, especially in institutions with highly formal and bureaucratic forms of operation like higher education accreditation in Nigeria.

Behavior Metrics Theory
The Behavior Metrics Theory, formulated by Yoesoep (2022), aims to measure individual behavior to have a base in strategy and decision-making. Behavior Metrics Theory is a conceptual building in the fields of behavioral science and performance management that assumes that performance improvement and evaluation an outputs of watching performances, and it is primarily observable behavior and particularly performance that can be counted and repeated (Daniels, 2000). Behavior Metrics Theory pays a great deal of attention to the use of process-based measures, whereas most of the traditional performance measurement techniques lack that approach, focusing only on the results or outcomes.

The relationship between teaching quality and performance metrics has a practical and theoretical explanation, given that the stemming of the relationship falls under Behavior Metrics Theory in the context of higher education. The quality of teaching, which may be evaluated in terms of learning outcomes, student opinions and peer reviews, may be more intelligently discussed and enhanced during the analysis of the concrete behaviours of lecturers, which may include: How often lecturer interacts with students, When and how clear feedback is given, When and how interactive and inclusive teaching methods are used, How well-prepared and presented course materials are and How lecturers attend lecture classes, as well as punctually.

It is through monitoring and assessing this group of behavioral indicators that institutions should be able to come through with more performance indicators that are more reflective of teaching effectiveness as opposed to output-based measures, which may include student pass rates or graduation numbers (Biggs & Tang, 2011). As an example, a lecturer who repeatedly shows high levels of interaction in a classroom and support to the students might be of more benefit to the quality of teaching than one who shows less signs of interaction and support but have higher rates of satisfying the pass marks in the examinations by loading the tendency of learning by rote.

Behavior Metrics Theory, therefore, describes how the quality of teaching does not imply a point of current action and decision but is part of ongoing actions and judgments. It also implies that one of the ways of enhancing teaching quality in institutions is to come up with performance review systems that encompass not only lagging indicators like student evaluations, but also behavior-based measures such as the number of office hours offered, records of consultation with students, or magnitude of course content up-dates, etc. This style increases the accountability and responsibilities in professional growth, and it connects the teaching activities

with the overall goals of an institution, like accreditation, student satisfaction, and academic excellence.

Although it is rather innovative, there are a few useful criticisms and limitations to the Behavior Metrics Theory. On the one hand, the theory simplifies the analysis of human behaviors by perceiving measurable behaviors and neglecting quality measures of motivation, creativity, emotional intelligence, and so on (Glickman et al., 2014). The teaching quality in academic environments can comprise intangible areas that are often hard to measure using metrics of behavior, like the quality of inspiration, mentoring, or other connections with the students.

Behavior metrics theory links metrics with the quality of teaching, towards an emphasis on observable, repeatable behaviors. It also encourages a more interventionist and constructive model of faculty assessment and faculty growth. Nevertheless, its application to practice should be done cautiously, as the theory might not be able to reflect the complexity and nuance of teaching. Institutions ought to promote a balanced assessment system incorporating the behavior-based, outcome-based, and qualitative assessments to achieve the comprehensive realization of teaching performance.

Methodology

This study used a survey research design. The data for this study were obtained from primary and secondary sources. The target population of this study consists of the management staff and academic staff of the Seven Federal government universitiesin South-East, Nigeria, which are: Alex Ekwueme Federal University Ndufu Alike Ikwo, Federal University of Technology Owerri, Nnamdi Azikiwe University Awka, University of Nigeria, Nsukka, Michael Okpara University of Agriculture, Umudike (MOUAU), Federal University of Allied Health Sciences Enugu, and Alvan Ikoku Federal University of Education Owerri, which isshown as follows. In determining the sample size for the study, we used Taro Yamane's formula given by.

$$n = \frac{N}{1+N(e^2)}$$

Where

n = Sample size

N = Population size

e = Allowable error substituting,

We have seen the below

$$n = \frac{8131}{1+8131\,(0.05)^2} = \frac{8131}{1+20.3275}$$

$$= \quad \frac{8131}{21.3275} \qquad = \quad \frac{381.2}{}$$

∴ n $\qquad = \qquad$ approximately **382**

Final sample size = 382

The research instrument adopted for this study is a structured questionnaire. To ensure that the research instrument (the questionnaire) measures what it is intended to measure, the face and content validity were adopted. The Cronbach's Alpha test was conducted to test for the reliability of the research instrument and yielded a value of 0.7. Data were presented and analyzed using tables, Percentages, mean, standard deviation, skewness, and simple linear regression.

Data Presentation

Distribution and Return of Questionnaire

Table 1:   Questionnaire Administration and Return.

S/N	Public sector	Distributed copies	Copies returned	Percentage returned	Copy not return	Percentage not returned
1	Alex Ekwueme Federal University, Ndufu Alike Ikwo	65	59	91	7	9
2	Federal University of Technology Owerri	44	41	93	3	7
3	Nnamdi Azikiwe University	87	83	95	4	5
4	University of Nigeria, Nsukka	88	79	90	9	10
5	Michael Okpara University of Agriculture, Umudike (MOUAU)	21	20	95	11	5
6	Federal University of Allied Health Sciences, Enugu	42	37	88	5	5
7	Alvan Ikoku Federal University of Education, Owerri	35	29	83	6	6
	Total	382	348	91	45	9

Source: Field Survey, 2025

Summary of the Analyses of the Demographic Data of Respondents

Table 2:   Summary of the Analyses of the Demographic Data of Respondents

Variables	Items	Frequency	Per cent
Gender	Female	220	42.4
	Male	162	57.6
	Total	**382**	**100.0**
Marital status	Married	73	25.4
	Single	163	56.8
	Total	51	17.8
Age	18-35	73	25.4
	36-50	163	56.8
	51-Above	51	17.8
	Total	**382**	**100.0**
Work experience	0-5	29	7.6
	6-10	123	32.2
	11-15	178	46.6
	16-20	52	13.6
	Total	**382**	**100.0**
High level of education	O'Level	-	28
	OND/NCE	28	167
	HND/B.Sc	21	5.5
	MBA/M.Sc	150	39.3
	DBA/Ph.D	211	55.2
	Total	**382**	100
Note: OND = Ordinary National Diploma, NCE = National Certificate of Education, HND Higher National Diploma.			

Source: Field Survey, 2025

Descriptive statistics

Table 3:   Responses on Clarity of Vision

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
Descriptive Statistics							
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Clarity of vision statements	382	1.00	5.00	4.0131	1.15349	-1.305	.125
In this university mission is the most fundamental aspect of the university	382	1.00	5.00	3.4686	1.42450	-.782	.125
well-defined vision	382	1.00	5.00	3.7461	1.25530	-1.024	.125
The university has a roadmap.	382	1.00	5.00	3.9162	1.28725	-1.224	.125
In this organization, vision is the most fundamental aspect of the university.	382	1.00	5.00	4.3325	1.04087	-1.092	.125
Valid N (listwise)	382						

Source: Field Survey, 2025.

The descriptive statistics mean that there was general agreement among the respondents of a statement on the clarity of vision statements in their universities, with high means of between 3.47 to 4.33 on a 5-pointscale. The values of negative skewness of all the items appear to indicate that the participants perceive institutional clarity of vision positively, since the responses are skewed higher as a measure of agreement.

Table 4:   Responses on Performance Matrices

	N	Mini mum	Maxi mum	Mean	Std. Deviation	Skewness	
	Statist ic	Statisti c	Statisti c	Statist ic	Statistic	Statist ic	Std. Error
In this university, a significant amount of funding has been secured for research activities	382	1.00	5.00	3.7932	1.11617	-.928	.125
In this university, a significant number of students complete their degree programs within a specified timeframe.	382	1.00	5.00	3.5236	1.40424	-.523	.125
In this university, funds are available for infrastructure	382	1.00	5.00	4.2225	1.05254	-1.649	.125
In this university, the number of student enrolments increases	382	1.00	5.00	3.8613	1.28145	-1.018	.125
In this university, a significant number of students continue their studies from one academic year to the next.	382	1.00	5.00	3.5890	1.29655	-.676	.125
Valid N (listwise)	382						

Source: Field Survey, 2025

The descriptive data show a general positive perception of respondents regarding the institutional performance indicators with the mean scores between 3.52 to 4.22 implying that there were agreement regarding the issue of sufficient funding, enrollment growth, as well as student retention. The skewness is negative across

each of the items which means that respondents were tending to vote towards the higher ends which is an indication of the positive evaluation of the performance of universities.

Table 5:   Responses on Accreditation Status

	N	Mini mum	Maxi mum	Mean	Std. Deviation	Skewness	
	Statist ic	Statisti c	Statisti c	Statist ic	Statistic	Statist ic	Std. Error
In this university, there is legitimacy and appropriateness of the module of study	382	1.00	5.00	3.848 2	1.12615	- 1.183	.125
In this university, there is the legitimacy of the Programme of Study	382	1.00	5.00	4.091 6	1.12918	- 1.512	.125
In this university, there is legitimacy and appropriateness of an institution.	382	1.00	5.00	4.013 1	1.27043	- 1.291	.125
In this university, there is legitimacy and appropriateness of the module of study	382	1.00	5.00	3.523 6	1.41911	-.657	.125
The University or program meets the standards of quality set by the accreditation organization.	382	1.00	5.00	3.594 2	1.42540	-.774	.125
Valid N (listwise)	382						

Source: Field Survey, 2025

The descriptive statistics show that there was a general agreement by the respondents that the university has legitimacy and quality standards through the course of academic modules and programs in which the mean values were between 3.52 and 4.09. It can be stated that the skewness of the distribution of responses is negative as the majority of respondents were inclined towards a greater extent of agreement which indicates the positive evaluation of the accreditation status of the university and the legitimacy of the institution.

Table 6:   Responses on Teaching Quality

Descriptive Statistics							
	N	Mini mum	Maxi mum	Mean	Std. Deviation	Skewness	
	Statist ic	Statisti c	Statisti c	Statist ic	Statistic	Statisti c	Std. Error
The university teaching system provides learners with the attributes needed to perform successfully in today's society.	382	1.00	5.00	4.013 1	1.28072	-1.238	.125
This university possessed the competencies to teach effectively	382	1.00	5.00	4.034 0	1.14850	-1.342	.125
In this university, teachers can measure students' educational achievements	382	1.00	5.00	3.772 3	1.29727	-1.108	.125
In this university, parents are satisfied with the educational development of their children	382	1.00	5.00	3.772 3	1.23295	-1.071	.125
Students of this university have knowledge and skills that they and	382	1.00	5.00	3.926 7	1.29196	-1.228	.125

society expect as a result of their studies						
Valid N (listwise)	382					

Source: Field Survey, 2025

According to the descriptive statistics, the level on which the respondents tend to agree that the university provides quality teaching and supports the success among the students is between 3.77 and 4.03. The skewness of the negativity of all the items implies an inclination towards greater congregation, and therefore, positive ratings on teaching excellency, student performance and stakeholder satisfaction in the university.

Test of the Hypothesis
The hypotheses initiated earlier in the research work were tested in this section using a probability value based on inferential statistics and bivariate analysis.

Test of Hypothesis One
Vision clarity has a significant effect on the accreditation status of federal universities in South-East Nigeria.

Regression:

Table7: Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.339[a]	.115	.112	.43310
a. Predictors: (Constant), Vision clarity				

Source: IBM SPSS Version 25

Table 8: ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.244	1	9.244	49.282	.000[b]
	Residual	71.279	380	.188		
	Total	80.524	381			
a. Dependent Variable: Accreditation status						
b. Predictors: (Constant), Vision clarity						

Source: IBM SPSS Version 25

Table 9: Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.748	.154		17.898	.000
Vision clarity	.274	.039	.339	7.020	.000
a. Dependent Variable: Accreditation status					

Source: IBM SPSS Version 25

Interpretation of Result

The above tables present the results of linear regression analysis on the influence of Vision clarity on the Accreditation statusof federal universities in South-East, Nigeria.The result showed a standardized coefficient (Beta) of .274, a value of 7.020, p-value of 0.000. Since the obtained p-value (0.000) is less than the hypothetical p-value of 0.05(i.e., p-calculated value: 0.000< p-value: 0.05), consequently, this implied a positive influence of Vision clarityon accreditation status in the federal universities. The null hypothesis is, therefore, rejected. The standard coefficient β of .274 implies that the Vision claritycurrently accounts for about 27.4% of the improvement of accreditation status. Whereas, the R-square value of 0.339implies that vision clarity has the prediction power of about 33.9% of Accreditation status in Nigerian federal universities located in the South-East, Nigeria. Thus, this prediction power is moderate.

Test of the hypothesis Two

Performance metricshave a significant effect on the teaching quality of federal universities in South-East Nigeria.

Regression

Table 10: Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.726[a]	.528	.527	.46562
a. Predictors: (Constant), Performance Matrices				

Table 11: ANOVAᵃ						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	92.068	1	92.068	424.658	.000ᵇ
	Residual	82.386	380	.217		
	Total	174.455	381			
a. Dependent Variable: Teaching Quality						
b. Predictors: (Constant), Performance Matrices						

Source: IBM SPSS Version 25

Table 12: Coefficientsᵃ						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.386	.123		52.001	.000
	Performance Matrices	.654	.032	.726	20.607	.000
a. Dependent Variable: Teaching Quality						

Source: IBM SPSS Version 25

Interpretation of Result

The above tables present the results of linear regression analysis on the influence of Performance Matriceson the teaching quality in the South-East Nigerian federal universities. The result showed a standardized coefficient (Beta) of .654, a value of 20.607, p-value of 0.000. Since the obtained p-value (0.000) is less than the hypothetical p-value of 0.05(i.e., p-calculated value: 0.000< p-value: 0.05), consequently, this implied a positive influence of performance matrices on teaching quality. The null hypothesis is, therefore, rejected. The standard coefficient β of .654 implies that the performance matrices currently account for about 65.4% of the improvement in teaching quality of federal universities in South-East universities. Whereas, the R-square value of 0.726 implies that the Performance Matriceshas the prediction power of about 72.6% of teaching quality. Thus, this prediction power is strong.

Discussion of Findings

The results of the hypotheses tested are discussed below:

1.Analysis for achieving this objective is represented in Tables 7, 8, and 9.The questions that generated the analysed data were designed to determine the extent to which vision statement clarity affects accreditation status in the federal universities in South-East, Nigeria. The analysis, which used linear regression, had a standardized coefficient (Beta) of .274, a value of 7.03, p-value of 0.000. Since the obtained p-value (0.000) is less than the hypothetical p-value of 0.05 (i.e., p-calculated value: 0.000< p-value: 0.05), hence, the rejection of the null hypothesis.

Although this study has centred on indices and measures for the dependent and independent variables, its outcomes have earned support from related literature. Hence, the finding which revealed that there is a positive relationship between vision statement clarity and accreditation status agrees with the study by Akpan and Etor (2018) posits that universities with strong vision statements tend to have better program quality, which is essential for accreditation. Effective vision statements can lead to improved library services, which are crucial for meeting accreditation parameters (Etido & Wali, 2024). Bakare (2021) revealed that some universities struggle with vague or poorly articulated vision statements, leading to inadequate preparation for accreditation. Moreover, Bassey and Agboola (2021) revealed that institutions with articulated visions are more likely to secure funding and resources necessary for accreditation compliance.

2. Analysis for achieving this objective is represented in Tables10, 11, and 12.The questions that generated the analysed data were designed to determine the extent to which performance metrics affect teaching quality in the federal universities in South-East, Nigeria. The analysis, which used linear regression, had a standardized coefficient (Beta) of .654, a value of 20.607, p-value of 0.000. Since the obtained p-value (0.000) is less than the hypothetical p-value of 0.05 (i.e., p-calculated value: 0.000< p-value: 0.05), hence, the rejection of the null hypothesis.

Although this study was centred on indices and measures for the dependent and independent variables, its outcomes have earned support from related literature. Hence, the finding which revealed that there is a strong and positive relationship between performance metrics and teaching quality corresponds with Usen (2012) on the study effect of fund allocation on lecturers' job performance in private and public tertiary institutions in South Eastern Nigeria and found that lecturers in private institutions felt more comfortable than their counterparts in the public institutions about financial reward which propelled their job performance and contribute to quality assurance. Ezeanyim (2022). In this article, an investigative survey was

carried out in an Engineering department in South East Nigeria aimed at evaluating the performance of students and teachers in order to ensure quality and review of the intrinsic variables within an educational system. Lecturers in private institutions report higher job satisfaction compared to their public counterparts, which correlates with better performance and quality assurance in teaching (Mbon et al., 2012).Financial rewards and institutional support are critical factors influencing lecturers' job performance, directly impacting the quality of education delivered (Mbon et al., 2012).

Summary of findings

The study concluded with the following key findings:

- The vision statement clarity had a significant effect on accreditation status (β = .274; t = 7.020; p <.001) < 0.05). This implies that the vision statement clarity is an effective strategic mapping instrument that helps federal universities to meet their accreditation requirement.
- The performance metrics had a significant influence on teaching quality (β = .654; t= 20.607, p < 0.05). This implies that the performance metrics are bound to improve teaching quality in the federal universities located in the Southeast, Nigeria.

Conclusion

The results of the current study have developed an empirical basis that the clarity of vision statements and performance measures has an institutional effectiveness background impact in the context of federal universities in Southeast Nigeria. To begin with, the research found that the clarity of the vision statement is an important factor, that greatly influences the status of the accreditation. This finding implies that when the university leadership has a clear, focused, and realistic vision, it becomes an effective instrument to have strategic alignment, thus enabling the university to achieve the accreditation requirements. The sharpness of the vision acts as a guiding model towards institutional planning and improvement as well hence improving chances of the university to achieve the quality standards considered by the accrediting bodies.

Secondly, the study found that the performance metrics significantly affect teaching. This implies that clear performance indicators, which are regularly monitored, are key to ensuring the establishment of excellence in the teaching and learning processes. Performance measures give an orderly system of assessing the efficiency of the latest faculty, academic delivery, and student outcomes. As a result, their implementation leads to the uninterrupted increase in pedagogical competence and level of performance in the university.

Altogether, vision statement clarity and performance measurements are highly important strategic tools that federal universities are able to use in order to improve the results of accreditation and increase the level of teaching. These results highlight the necessity of focusing on strategic communication and performance monitoring systems as one of the elements of institutional development undertakings by university administrators and policymakers.

Recommendations

Based on the findings of this study, the following recommendations were made:

i.   Since vision statement clarity had a significant effect on accreditation status. Clear and well-communicated vision statements should be integrated into institutional policies, strategic plans, and operational frameworks.

ii. From the research findings, performance metrics have a strong effect on teaching quality. It is recommended that the Federal Ministry of Education and the National Universities Commission (NUC) develop standardized performance metrics to assess teaching quality across universities.

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