

REENGINEERING EDUCATIONAL MANAGEMENT THROUGH QUALITY ASSURANCE FOR SUSTAINABLE KNOWLEDGE ECONOMY IN UNIVERSITIES IN RIVERS STATE

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Abstract

The studies establish reengineering educational management through quality assurance for sustainable knowledge economy in universities in Rivers State. The study was guided by 3 research questions and 3 hypotheses. Descriptive research design was used for this study. Population of the study comprise of 2457 academic staff of Public universities in Rivers State. The sample size for the study is 344 lecturers, Taro Yammene formula was used to determine the sample size of 344 from the population of lecturers. Proportional random sampling was adopted to select lecturers from each of the schools who responded to the instrument-items. The instrument for data collection is a questionnaire tagged Reengineering Educational Management through Quality Assurance for Sustainable Knowledge Economy Questionnaire, structured after 4-point Likert scale ranting. The instrument was validated by two experts in Department of Educational Management to evaluate the instruments' content and face validity. The Cronbach Alpha reliability index of 0.74 guaranteed the usage of the instrument at 0.05

level of significance. Descriptive statistics of mean, standard deviation was employed to answer research questions while hypotheses were tested with t-test. All the statistical analysis were aided by Statistical Package of the Social Sciences (SPSS) version 25. Findings from the study revealed that regular monitoring, evaluating and supervising of education resources helps to facilitate research work, determine the effectiveness and ensures maximum achievement of educational goals for sustainable knowledge economy. The study recommended that schools authorities should ensure regular monitoring of planned educational resources in other to achieve the institution goal.

Keywords: Educational management, Quality assurance, Reengineering and sustainable knowledge economy

Introduction

Educational management has been defined variously by scholars of educational management. Educational management refers to the administration of the education system in which a group combines human and material resources to supervise, plan, strategies, and implement structures to execute an education system (Connolly et al., (2017). Education is the equipping of knowledge, skills, values, beliefs, habits, and attitudes with learning experiences. The education system is an ecosystem of professionals in educational institutions, such as government ministries, unions, statutory boards, agencies, and schools. The education system consists of political heads, principals, teaching staff, non-teaching staff, administrative personnel and other educational professionals working together to enrich and enhance. At all levels of the educational ecosystem, management is required; management involves the planning, organising, implementation, review, evaluation, and integration of an institution. However, to get the best out of educational management there must be standards that must be set for maximum performance. The standardization talks about setting standards and minimum expectation for educational management at any level. Hence, Quality assurance (QA) is any systematic process of determining whether a product or service meets specified requirements. It is the performance to the standard expected by the customer, providing customers with products and services that consistently meet their needs and expectations (Ehule&Ehule, 2021).Quality assurance establishes and maintains set requirements for developing or manufacturing reliable products,quality assurance mechanisms are those strategies adopted to ensure that goals are achieved. Those mechanisms

include monitoring, evaluation, supervision, inspection, accreditation, assessment, auditing and control.

Johnston and Caldwell (2001) views quality assurance as a process by which an institution can guarantee with confidence and certainty, that the standards and quality of its educational provision are being maintained and enhanced. Quality Assurance is a condition that leads to the achievement of transparency. Education Quality Assurance means systematic quality management and evaluation measures adopted by schools or education providers and external validation agencies to monitor, supervise and evaluate educational inputs process and the outputs for the purposes of maintaining approved educational standards, ensuring appropriate education development of learner, providing public accountability/transparency, ensuring the credibility and integrity of the education system, and ensuring constant review, improvement and renewal policies and practices. Quality assurance comprises administrative and procedural activities implemented in a quality system so that requirements and goals for a product, service or activity will be accomplished. It is the systematic measurement, comparison with a standard, and monitoring of processes in an associated feedback loop that confers error prevention. This can be contrasted with quality control, which is focused on process output (Udida, 2010). Individual universities have always had policies and practices designed to assure the quality of education, academic institutions have also, always paid, particular attention to maintaining quality standards in administrative functions. This have in recent times become evident in reviews of new forms of quality assurance that have accompanied recent reforms in national policies and the issues developed for higher education, the requirement for consistency and synergy in quality assurance strategies- especially, the efficient interchange between internal and external mechanisms that guarantees advancement and innovation. Quality assurance entails the systematic monitoring of educational programmes and processes to sustain and enhance their quality, equity and efficacy (Kolubowei&Adiele, 2019). It is any action taken to prevent quality problems from occurring. In practice, this means devising systems for carrying out tasks which directly affect product quality (Tanen, 2020). Quality assurance in education is geared towards attainment of education targets and improvement in the process of education delivery. Quality assurance is a continuous process by which an institution can guarantee that standards and quality of its educational provisions are being maintained or enhanced. Quality assurance in higher education is not an end in itself, but an inherent task of honouring the principle of quality in all aspects of endeavour in higher education institutions which entails

the process of monitoring, assessing and evaluating all aspects of education activities and communicating the outcome to all concerned with a view of improving the products of the educational system (Mc-Boyle &Wali,2020).

A knowledge economy is a system of buyers and sellers just like any other economic system, but instead of trading tangible assets participants exchange information. In order to be classified as a knowledge economy, a system of exchange must demonstrate four central characteristics; Systemic provision of incentives for the pursuit of knowledge and entrepreneurship, Presence of an educated and skilled labor force, Engagement with information and communication technology (ICT), An environment that is conducive for invention and progress that includes both the public and private sectors. The role of higher education is not limited to fostering the economic development of nations and the provision of opportunities for individuals, it extends also to the promotion and harmonization of cultural diversity, political democracy and economic trade (Marginson, 2010). Today, there is a lot of money to be made in the fields encompassed within a knowledge economy. Examples include: Scientific Research, Technical Support, and Consulting. All of which are a result of the growing interconnectedness of the global economy. There are more markets available than ever before as a result of the Internet, expertise has become a vital resource, which is why there is such a need for men and women who are skilled technicians, communicators and researchers. In his explanation, Dagher (2020) states that knowledge-based economy is an inexhaustible resource that societies and nations seek to acquire, and hence it is important to build an educational system that sharpens the energies of each learner, and develops them to the maximum that they can reach, without accepting regular levels of success and providing society with multi-skilled graduates who are able to permanent learning, and this requires a flexible educational system and preparation that makes the graduate able to adapt quickly to the rapid technological development, which has a great impact on social, cultural and living systems, consumption habits, the meaning and position of work. In corollary, Ogundeinde and Ejohwomu(2016) defines knowledge economy as production and services based on knowledge-intensive activities that contribute to an accelerated pace of technical and scientific advance, as well as rapid obsolescence. The growing realization of knowledge as critical driver of economic growth and development is, no doubt, driving nations into harnessing the benefits of a knowledge economy. In a study on knowledge economy: a panacea for sustainable development in Nigeria, Ogundeinde and Ejohwomu (2016) examined the sociology of individual knowledge and creativity as a key production value and

panacea for economic growth and global repositioning, and whether the Nigerian economy is knowledge patent ready, and what kind of social arrangement would enhance or impede knowledge generation and its diffusion. Reported that there is a disequilibrium in the supply and demand for skilled and proficient manpower in Nigerian. Similarly, there is a need for reengineering secondary institutions and infrastructure that would provide a breeding ground for practical skill development for start-ups and university-industry collaboration for sustainable economy.

Reengineering is most commonly defined as the redesign of business processes and the associated systems and organizational structures to achieve a dramatic improvement in business performance. Motivation for reengineering of educational management are many, including to: Reduce costs/expenses, Improve financial performance, Reduce external competition pressure, Reverse erosion of market share, Respond to emerging market opportunities, Improve customer satisfaction, Enhance quality of products and services. Education management relies on complex institutional and organizational administrative arrangements mobilizing resources such as teachers, educational infrastructures, materials, and equipment to deliver quality education services to the population. Each educational institution needs quality education for its progress. It depends on quality management of the institution. In Taylor's time, technology was not sufficient to allow large companies to design processes in a cross-functional or cross-departmental manner. Reengineering became popular in the early 1990s even though the methodology and approach were not fully understood or appreciated. In the twenty-first century, reengineering became an effective tool for organizations striving to operate at effectively and efficiently as possible, bringing about transformation of vision, simplifying the change process thus, completely re-inventing the system for higher productivity and better services (Uche&Nwabueze, 2011). Uche and Nwabueze (2011) examined re-engineering change in Nigerian universities for quality output with focus on problems militating against quality improvement in Nigerian universities; ways universities can be re-engineered for quality improvement and the benefits of re-engineering change in universities. Reported that the problems militating against quality improvement in Nigerian universities includes amongst others: lack of teamwork among lecturers and students, and that universities can be re-engineered for quality output through the provision of informed and transformational leadership system, teamwork among staff and students, maintenance of self-discipline among the academic staff, adaptation of managerial techniques such as business process re-engineering, focus on continuous improvement efforts and re-

positioning the weak managerial assumptions. In a related study on re-engineering educational management for quality education in Edo State, Nigeria, by Oseni and Akhalumeh (2012) reported that the dwindling quality education as depicted by poor pupil achievements in basic skills and public examinations is inimical to progress and development. It attributed the situation to several factors such as poor quality and quantity of teachers, inadequate planning and poor school administration and poor funding by all stakeholders, more especially the lack of appropriate management policies by Government that could engender and inspire healthy competition for better performance among schools. Further, re-engineering of educational management bring about stronger accountability and motivation among school management. On the innate strength of the above, Dagher (2020) found a reengineering model for the improvement of academic achievement of students (AzharDagher model for reengineering the education system in Jordanian schools) the report showed that the reality of academic achievement among the students in the Jordanian schools came (medium) and were statistically significant differences in the achievement of students in Jordanian schools, due to the variable (type of job), and in favor of (Teachers). Hence this paper seeks to examine the reengineering educational management through quality assurance for sustainable knowledge economy in Universities in Rivers State.

Statement of the Problem

University education is essentially an organization set up to produce quality workforce for national development by training. In order to meet up this anticipation, Nigerian government set out quality assurance measures. These quality assurance measures like adequacy of human resources, adequacy of material resources, policy implementation, funding academic regulations, record keeping, input monitoring and input evaluation have been or are being implemented satisfactorily but there is evidence of complain of unsatisfactory for some year. University education in Nigeria over the years has witnessed a decline in standards due to high level of decadence. As a result of the seemingly declining quality of Nigerian university education in recent years, the condition seems disturbing when seen against the base that Nigeria was once seen as the place of quality university education in the West Africa, now faced with deplorable state of university education. This development revolves around many factors ranging from the crumple of vital infrastructure and inadequate school staff to increase in academic programme and students without equivalent increase in financial support.

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The management of educational resources required innovative approaches. As the society is dynamic the management of educational resources is also dynamic and needs a paradigm shift from the tradition methods to sophisticated methods. Educational management has to do with planning, coordinating, organizing, commanding and controlling. In order for universities to meet up global demand, there is need for reengineering (adopting a new design) for educational management of which the study seeks to establish. Hence this paper seeks to examine the reengineering educational management through quality assurance for sustainable knowledge economy in Universities in Rivers State.

Purpose of the Study

The purpose of this study is to investigate the re-engineering of educational management through quality assurance for sustainable knowledge economy in universities in Rivers State. Specific, the study sought to:

1. Ascertain the extent of monitoring of educational management in terms of planning of academic activities enhance sustainable knowledge economy in universities in Rivers State.
2. Determine the extent of evaluating of educational management in terms of organizing of academic activities enhance sustainable knowledge economy in universities in Rivers State.
3. Determine the extent of supervision of educational management in terms of coordinating of academic activities enhance sustainable knowledge economy in universities in Rivers State.

Research Questions

1. To what is extent of monitoring of educational management in terms of planning of academic activities enhance sustainable knowledge economy in universities in Rivers State?
2. To what is extent of evaluating of educational management in terms of organizing of academic activities enhance sustainable knowledge economy in universities in Rivers State?
3. To what is extent of supervising of educational management in terms of coordinating of academic activities enhance sustainable knowledge economy in universities in Rivers State?

Hypotheses

1. There is no significant difference between the mean rating of mean senior and junior staff on the extent of monitoring of educational management in terms of planning of academic activities enhance sustainable knowledge economy in universities in Rivers State.

2. There is no significant difference between the mean rating of mean senior and junior staff on the extent of evaluating of educational management in terms of organizing of academic activities enhance sustainable knowledge economy in universities in Rivers State.
3. There is no significant difference between the mean rating of mean senior and junior staff on the extent of supervising of educational management in terms of coordinating of academic activities enhances sustainable knowledge economy in universities in Rivers State.

Methodology

Descriptive research design was used for this study. Population of the study comprise of 2457 academic staff of Public universities in Rivers State (University of Port Harcourt 1472, Ignatius Ajuru University of Education 438 and Rivers State University 547, the figure excludes the newly employed staff from the population). The sample size for the study is 344 lecturers, Taro Yammene formula was used to determine the sample size of 344 from the population of lecturers. Proportional random sampling was adopted to select lecturers from each of the schools. From University of Port Harcourt 206 lecturers, Ignatius Ajuru University of Education 62 lecturers while Rivers State University 76 lecturers who responded to the instrument-items. The instrument for data collection is a questionnaire tagged Reengineering Educational Management through Quality Assurance for Sustainable Knowledge Economy Questionnaire, structured after 4-point Likert scale rating. The instrument was validated by two experts in Department of Educational Management to evaluate the instruments' content and face validity. The Cronbach Alpha reliability index of 0.74 guaranteed the usage of the instrument at 0.05 level of significance. Descriptive statistics of mean, standard deviation was employed to answer the research questions while the hypotheses were tested with t-test. All the statistical analysis were aided by Statistical Package of the Social Sciences (SPSS) version 25.

RESULTS AND DISCUSSION OF FINDINGS

Research Question One: To what is extent of monitoring of educational management in terms of planning of academic activities enhance sustainable knowledge economy in universities in Rivers State?

Table 4.1: Mean responses on the extent monitoring of educational management in terms of planning of academic activities enhance sustainable knowledge economy in universities in Rivers State

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S/N	Items	Senior Staff (n=176)		Junior Staff (n=162)		Mean Set (n=338)		Remarks
		Mean	SD	Mean	SD	Mean		
1	Regular monitoring of education resources helps to facilitate research work for enhanced knowledge economy	3.41	0.82	3.43	0.84	3.42		High Extent
2	Regular monitoring of planned budget enhances knowledge economy	3.15	0.81	3.17	0.81	3.16		High Extent
3	Regular monitoring of school planned timetable helps to sustain knowledge economy in the school	3.22	0.84	3.06	0.90	3.14		High Extent
4	Regular monitoring of school prescribes criteria for students' graduation enhance sustainable knowledge economy	3.12	0.77	3.13	0.80	3.12		High Extent
5	Regular monitoring of school plan on the quality of students to admit enhance sustainable knowledge economy	3.31	0.74	3.31	0.76	3.31		High Extent
Grand Mean		3.24	0.79	3.22	0.82	3.23		High Extent

The data in table 4.1 showed that the extent monitoring of educational management in terms of planning of academic activities enhance sustainable knowledge economy in universities in Rivers State is high (Mean=3.23). Also, regular monitoring of education resources helps to facilitate research work for enhanced knowledge economy (Mean=3.42), monitoring of planned budget enhances knowledge economy (Mean=3.16), school planned timetable helps to sustain knowledge economy in the school (Mean=3.14) are the extent monitoring of educational management in terms of planning of academic activities enhance sustainable knowledge economy in universities in Rivers State.

Research Question Two: To what is extent of evaluating of educational management in terms of organizing of academic activities enhance sustainable knowledge economy in universities in Rivers State?

Table 4.2: Mean responses on the extent evaluating of educational management in terms of organizing of academic activities enhance sustainable knowledge economy in universities in Rivers State

S/ N	Items	Senior Staff (n=176)		Junior Staff (n=162)		Mean Set (n=338)	Remarks
		Mean	SD	Mean	SD	Mean	
1	Evaluation of organization of course content to teach the students enhance sustainable knowledge economy	3.13	0.81	3.10	0.81	3.11	High Extent
2	Evaluation of organization of field of knowledge (compartmentalization of knowledge) enhance sustainable knowledge economy	3.14	0.85	3.19	0.82	3.16	High Extent
3	Evaluation of organization of students result help to solidify knowledge economy.	2.93	1.01	3.01	0.93	2.97	High Extent
4	Evaluation of organization of students' database enhance sustainable knowledge economy in the university	3.14	0.83	2.91	0.89	3.03	High Extent
5	Evaluation of organized student academic reports and performance enhance sustainable knowledge economy	3.13	0.87	2.97	0.97	3.05	High Extent
Grand Mean		3.09	0.87	3.04	0.89	3.07	High Extent

The data in table 4.2 showed that the extent evaluating of educational management in terms of organizing of academic activities enhance sustainable knowledge economy in universities in Rivers State is high (Mean=3.07). Also, evaluation of organization of course content to teach the students enhance sustainable knowledge economy(Mean=3.11)Evaluation of organization of field of knowledge (compartmentalization of knowledge) enhance sustainable knowledge economy(Mean=3.61),evaluation of organization of students result help to solidify knowledge economy(Mean=2.97)arethe extent evaluating of educational management in terms of organizing of academic activities enhance sustainable knowledge economy in universities in Rivers State.

Research Question Three: To what is extent of supervising of educational management in terms of coordinating of academic activities enhance sustainable knowledge economy in universities in Rivers State?

Table 4.3: Mean responses on the extent supervising of educational management in terms of coordinating of academic activities enhance sustainable knowledge economy in universities in Rivers State

S/ N	Items	Senior (n=176)	Staff SD	Junior (n=162)	Staff SD	Mean Set (n=338)	Remarks
		Mean		Mean		Mean	
1	Supervision of instructional resources help to facilitate sustainable knowledge economy	3.07	0.91	3.04	0.90	3.06	High Extent
2	Supervision of extent of curriculum coverage help to facilitate sustainable knowledge economy	3.06	0.83	3.01	0.85	3.03	High Extent
3	Supervision of teachers teaching methodologies and performance help to facilitate sustainable knowledge economy	3.07	0.89	3.07	0.89	3.07	High Extent
4	Supervision of extent of utilization of ICT facilities by the teachers help to facilitate sustainable knowledge economy	3.02	0.94	2.93	0.94	2.98	High Extent
5	Supervision of extent of actualization of educational objectives enhance sustainable knowledge economy.	3.10	0.88	3.11	0.88	3.10	High Extent
Grand Mean		3.06	0.89	3.03	0.89	3.05	High Extent

The data in table 4.3 showed that the extent supervising of educational management in terms of coordinating of academic activities enhance sustainable knowledge economy in universities in Rivers State is high (Mean=3.05). Also, supervision of extent of utilization of ICT facilities by the teachers help to facilitate sustainable knowledge economy (Mean=2.98), actualization of educational objectives enhance sustainable knowledge economy (Mean=3.10) are the extent supervising of educational management in terms of coordinating of

academic activities enhance sustainable knowledge economy in universities in Rivers State.

Hypotheses

Ho1: There is no significant difference between the mean rating of senior and junior staff on the extent of monitoring of educational management in terms of planning of academic activities enhance sustainable knowledge economy in universities in Rivers State.

Table 4.4: Summary of t-test on the difference between the mean rating of mean senior and junior staff on the extent of monitoring of educational management in terms of planning of academic activities enhance sustainable knowledge economy in universities in Rivers State

Variable	N	Mean	SD	Df	t-test	Sig.	Remark
Senior Staff	176	3.24	0.79	336	0.228	0.820	NS
Junior Staff	162	3.22	0.82				

NS= Not Significant

The table above showed the difference between the mean rating of senior and junior staff on the extent of monitoring of educational management in terms of planning of academic activities enhance sustainable knowledge economy in universities in Rivers State. The mean responses of the senior staff is 3.24 and the standard deviation is 0.79 while the mean of the junior staff is 3.22 and standard deviation is 0.82. The t-test calculated value is 0.228, the corresponded significance value is 0.820 showing > 0.05 at 336 degrees of freedom. Hence, it is concluded that there is no significance difference between the mean rating of senior and junior staff on the extent of monitoring of educational management in terms of planning of academic activities enhance sustainable knowledge economy in universities in Rivers State. Therefore, the null hypothesis one is retained at 0.05.

Ho2: There is no significant difference between the mean rating of senior and junior staff on the extent of evaluating of educational management in terms of organizing of academic activities enhance sustainable knowledge economy in universities in Rivers State.

Table 4.5: Summary of t-test on the difference between the mean rating of senior and junior staff on the extent of evaluating of educational management in terms of organizing of academic activities enhance sustainable knowledge economy in universities in Rivers State.

Variable	N	Mean	SD	Df	t-test	Sig.	Remark
Senior Staff	176	3.09	0.87	336	0.522	0.602	NS
Junior Staff	162	3.04	0.89				

NS= Not Significant

The table above showed the difference between the mean rating of senior and junior staff on the extent of evaluating of educational management in terms of organizing of academic activities enhance sustainable knowledge economy in universities in Rivers State. The mean responses of the senior staff is 3.09 and the standard deviation is 0.87 while the mean of the junior staff is 3.04 and standard deviation is 0.89. The t-test calculated value is 0.522, the corresponded significance value is 0.602 showing > 0.05 at 336 degrees of freedom. Hence, it is concluded that there is no significance difference between the mean rating of senior and junior staff on the extent of evaluating of educational management in terms of organizing of academic activities enhance sustainable knowledge economy in universities in Rivers State. Therefore, the null hypothesis one is retained at 0.05.

Ho3: There is no significant difference between the mean rating of senior and junior staff on the extent of supervising of educational management in terms of coordinating of academic activities enhances sustainable knowledge economy in universities in Rivers State.

Table 4.6: Summary of t-test on the difference between the mean rating of senior and junior staff on the extent of supervising of educational management in terms of coordinating of academic activities enhances sustainable knowledge economy in universities in Rivers State

Variable	N	Mean	SD	Df	t-test	Sig.	Remark
Senior Staff	176	3.06	0.89	336	0.310	0.757	NS
Junior Staff	162	3.03	0.89				

NS= Not Significant

The table above showed the difference between the mean rating of senior and junior staff on the extent of supervising of educational management in terms of coordinating of academic activities enhances sustainable knowledge economy in universities in Rivers State. The mean responses of the senior staff is 3.06 and the standard deviation is 0.89 while the mean of the junior staff is 3.03 and standard deviation is 0.89. The t-test calculated value is 0.310, the corresponded significance value is 0.757 showing > 0.05 at 336 degrees of freedom. Hence, it is concluded that there is no significance difference between the mean rating of senior and junior staff on the extent of supervising of educational management in terms of coordinating of academic activities enhances sustainable knowledge economy in universities in Rivers State. Therefore, the null hypothesis one is retained at 0.05.

Summary of Findings

1. Regular monitoring of education resources helps to facilitate research work for enhanced knowledge economy, monitoring of planned budget enhances knowledge economy, school planned timetable helps to sustain knowledge economy in the school are the extent monitoring of educational management in terms of planning of academic activities enhance sustainable knowledge economy in universities in Rivers State
2. The extent evaluating of educational management in terms of organizing of academic activities enhance sustainable knowledge economy in universities in Rivers State is high.
3. Supervision of extent of utilization of ICT facilities by the teachers help to facilitate sustainable knowledge economy, actualization of educational objectives enhance sustainable knowledge economy are the extent supervising of educational management in terms of coordinating of academic activities enhance sustainable knowledge economy in universities in Rivers State.
4. There is no significance difference between the mean rating of senior and junior staff on the extent of monitoring of educational management in terms of planning of academic activities enhance sustainable knowledge economy in universities in Rivers State.
5. There is no significance difference between the mean rating of senior and junior staff on the extent of evaluating of educational management in terms of organizing of academic activities enhance sustainable knowledge economy in universities in Rivers State.
6. There is no significance difference between the mean rating of senior and junior staff on the extent of supervising of educational management in terms of

coordinating of academic activities enhances sustainable knowledge economy in universities in Rivers State.

Discussion of Findings

Monitoring of educational management in terms of planning of academic activities enhance sustainable knowledge economy in universities in Rivers State

The data in table 4.1 showed that regular monitoring of education resources helps to facilitate research work for enhanced knowledge economy, monitoring of planned budget enhances knowledge economy, school planned timetable helps to sustain knowledge economy in the school are the extent monitoring of educational management in terms of planning of academic activities enhance sustainable knowledge economy in universities in Rivers State. Also, the data in table 4.4 showed that there is no significance difference between the mean rating of senior and junior staff on the extent of monitoring of educational management in terms of planning of academic activities enhance sustainable knowledge economy in universities in Rivers State. These findings support Dagher (2020) policy makers rely on research and data to inform the development and implementation process of policies. This includes data on student's achievement, as well as best practices and successful models from other jurisdictions.

Evaluating of educational management in terms of organizing of resources enhance sustainable knowledge economy in universities in Rivers State

The data in table 4.2 showed that the extent evaluating of educational management in terms of organizing of resources enhance sustainable knowledge economy in universities in Rivers State is high. Also, the data in table 4.5 showed that there is no significance difference between the mean rating of senior and junior staff on the extent of evaluating of educational management in terms of organizing of academic activities enhance sustainable knowledge economy in universities in Rivers State. These findings support Oseni and Akhalumeh (2012) when it comes to education, resource management involves making a strategic plan for organizing and using school resources. Evaluation allows people to determine the effectiveness of a resource and its alignment with a concrete goal.

Supervising of educational management in terms of coordinating of academic activities enhance sustainable knowledge economy in universities in Rivers State.

The data in table 4.3 showed that supervision of extent of utilization of ICT facilities by the teachers help to facilitate sustainable knowledge economy, actualization of educational objectives enhance sustainable knowledge economy

are the extent supervising of educational management in terms of coordinating of academic activities enhance sustainable knowledge economy in universities in Rivers State. Also, the data in table 4.6 showed that there is no significance difference between the mean rating of senior and junior staff on the extent of supervising of educational management in terms of coordinating of academic activities enhances sustainable knowledge economy in universities in Rivers State. These findings support Uche and Nwabueze (2011) the provision of educational service does not occur without putting in place adequate measures to ensure the realization of the fundamental objectives of education. Hence, school supervision is an essential educational management control mechanisms or pillar that ensures the maximum achievement of the objectives and goals of education.

Conclusion

The study investigated reengineering educational management through quality assurance for sustainable knowledge economy in universities in Rivers State. Reengineering is the redesign of business processes and the associated systems and organizational structures to achieve a dramatic improvement in business performance. Motivation for reengineering of educational management including to reduce costs/expenses and improve financial performance. In universities regular monitoring of education resources helps to facilitate research work for enhanced knowledge economy. Also, evaluation allows people to determine the effectiveness of a resource and its alignment with a concrete goal. Supervision of extent of utilization of ICT facilities by the teachers help to facilitate sustainable knowledge economy, actualization of educational objectives to enhance sustainable knowledge economy.

Recommendation

Based on the findings from the study, the following recommendations where made;

1. The school administration should ensure regular monitoring of planned educational resources in other to achieve the institution aim/goal.
2. The school (universities) authority should consistently evaluate and organize educational resources for sustainable knowledge in the university.
3. Staff of the universities should take it as a responsibility to supervise and utilize the physical facilities in the universities.

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