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Accreditation and Quality Assurance in Nigerian Tertiary Institutions: Challenges, Processes, and Implications for Educational Development

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Abstract

Purpose: This study examines accreditation and quality assurance in Nigeria's tertiary education system, focusing on the challenges affecting the accreditation process and how they hinder its effectiveness in maintaining academic standards.

Research methodology: This study adopts a descriptive and analytical approach, utilizing a review of relevant literature and policy documents to investigate the accreditation process, its challenges, and the impact of these factors on the quality of education in Nigerian universities, polytechnics, and colleges of education.

Results: The findings highlight several challenges, including inadequate funding, a shortage of qualified academic staff, poor infrastructure, the politicization of the accreditation process, corruption, weak monitoring, and rapid institutional expansion. These factors significantly hinder the effectiveness of the accreditation process and its ability to ensure academic quality.

Conclusions: Although accreditation remains a crucial mechanism for maintaining academic standards, its effectiveness in Nigeria is severely constrained by systemic and institutional factors. These challenges call for urgent policy and administrative reforms, including improved funding, better infrastructure, and stronger monitoring mechanisms, to enhance the accreditation process and ensure that it functions as intended.

Limitations: This study primarily focuses on the challenges in the accreditation process within Nigeria's tertiary education system and may not fully address solutions or offer a comparative perspective with other countries' systems.

Contributions: This study contributes to the understanding of the critical role of accreditation in Nigeria's higher education system and emphasizes the urgent need for reforms to improve the process and overall quality of education in the country.

Keywords: *Accreditation, Tertiary education, Quality assurance*

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1. Introduction

Tertiary education, therefore, has a strategic role in national development as an engine of human capital, technology, innovation, and socioeconomic transformation. Universities are now called upon to disseminate knowledge, advance it, produce research, facilitate critical thinking, and provide community services that resolve problems in contemporary knowledge-driven economies. In this scenario, the quality, relevance, and credibility of university education have become a national concern (Trinh, 2023). As such, accreditation and quality assurance mechanisms have become essential tools for standard setting, accountability, and public trust in higher education systems (N. J. Ogunode, 2026).

They are universities, polytechnics, monotechnics, colleges of education, and some other specialized institutions for post-secondary education (Varghese, 2014). Such institutions are regulated by supervisory bodies such as the National Universities Commission (NUC), the National Board for Technical Education (NBTE), and the National Commission for Colleges of Education (NCCE). These bodies are legally required to set minimum academic standards, assess institutional capacity and programmes, accredit academic programmes, and ensure adherence to national educational policies (Ilawagbon, 2025). In this sense, accreditation acts as an evaluative mechanism that compares academic programmes and institutions with set standards to check whether they can be allowed to function and offer recognized qualifications.

Although accreditation is at the heart of quality assurance to sustain academic standards, the Nigerian tertiary education system is still confronted with unending problems that negatively impact quality assurance (Sasere, B.B, & O, 2016). In the past few decades, there has been a mass introduction of public and private post-secondary institutions, greatly expanding higher education access. However, this growth has often not been accompanied by investments in infrastructure, financing, staffing, and management systems. Consequently, there are fears of deteriorating academic quality, unemployability of graduates, low-quality research output, and a diminishing global significance of Nigerian institutions (Aina, Abdulrahman, Sunday, & Tayo, 2021).

Accreditation is supposed to function as a correctional and regulatory mechanism capable of tackling such shortcomings. Accreditation teams evaluate the relevance of an institution's curriculum, faculty qualifications, student–teacher ratios, laboratory and library facilities, governance structures, funding, and institutional performance through periodic review exercises (Obadara, 2013). Depending on how well programmes comply, they are awarded full accreditation, interim accreditation, or are denied accreditation. In an ideal scenario, this process results in the perpetuation of improvement, focus on planning, and accountability of the institution. However, there is evidence that accreditation forces grapple with systemic and or operational problems that militate against their transformative potentials in Nigeria.

Commonly observed problems include low levels of funding, lack of qualified academic staff, outdated infrastructure, misguided politicization of accreditation, corruption, poor governance, ineffective monitoring systems, and poor institutional compliance culture. Most institutions face tremendous fiscal constraints that prevent them from satisfying accreditation metrics. Laboratories are poorly equipped, libraries are poorly stocked, and information and communication technology (ICT) infrastructure for 21st-century academic delivery is inadequate. Additionally, brain drain has drained the pool of experienced academics, causing extremely high student–teacher ratios and dependence on adjunct or part-time lecturers.

In addition to inadequacies in material and human resources, the credibility of accreditation exercises has at times been doubted, allegedly due to political influence, lobbying, and a dulling of standards. If proven, these practices undermine public confidence in the quality assurance system and reduce the credibility of certificates issued by Nigerian institutions. Moreover, the practice of “fire-brigade compliance”—where institutions borrow facilities or staff for a short period to meet accreditation requirements —undermines the sustainability of efforts towards quality improvement. Structural and ethical issues create a larger question about the degree to which accreditation in Nigeria actually serves its intended role as a quality assurance mechanism.

Weak accreditation processes have consequences. This means that low-quality programmes may remain in business, graduating young people with skills that are mismatched to the needs of the labor market. This translates to not just individual careers, but also the productivity and economic competitiveness of an entire nation. In addition, poor quality assurance can deter international collaboration, diminish staff and research opportunities, and curtail student mobility. At a time when borders have become blurred and qualification recognition must extend beyond the walls of Nigeria, the need to maintain credible accreditation systems is paramount for Nigerian tertiary institutions to compete globally.

Given these realities, it is necessary to interrogate the processes, problems, and ramifications of accreditation and quality assurance processes in Nigerian tertiary institutions. Such a survey of the existing frameworks, operational bottlenecks, and institutional response systems may yield unique perspectives on policy lacunae and, thus, reform priorities. Such alignment is crucial for enhancing accreditation practices and broadening the expected outcomes of educational development; therefore, a better understanding of the relationships between regulatory expectations and institutional realities is vital.

In this context, this study articulates the following research questions:

1. However, what exactly do we mean by the conceptual and operational frameworks of accreditation and quality assurance in Nigerian tertiary institutions?
2. What are the key challenges to the effective provision of accreditation in Nigeria?
3. What is the impact of these challenges on the quality of education, institutional performance, and national development?
4. How can we strengthen accreditation practice and outcomes through strategic and systemic improvements?

Accordingly, this study aims to accomplish the following:

1. To explore the philosophical bases and institutional climate of accreditation and quality assurance in Nigerian tertiary education
2. To determine and evaluate the key issues that undermine accreditation processes
3. To investigate the implications for education and competitiveness in a global service economy.
4. To provide actionable suggestions to improve the transparency, accountability, and sustainability of accreditation practices.

The relevance of this study is that it can contribute to policy deliberations and institutional change. Through a broad examination of the processes of accreditation and relevant challenges, this study provides empirical data that regions and nations can use to aid regulation and inform administrators, policymakers, and other stakeholders in the education subsector. Improving accreditation systems is not strictly a bureaucratic necessity; it is a strategic opportunity to improve learning, grow innovation, and help students develop skills relevant to modern society (Widana, Susanto, Sadipung, & Pujiati, 2025).

In addition, this research emphasizes the need to integrate internal and external quality assurance systems. To ensure that quality improvement is sustainable, institutions must embrace a culture of continuous assessment, transparency, and accountability that lasts longer than an accreditation visit. The accreditation system cannot be effective without a conducive policy environment in the short, medium, and long term, and investment in internal quality assurance units, data management systems, and staff development is also vital for accreditation resilience.

Accreditations and quality assurance will continue to be the bedrock for the protection of academic standards and overall institutional performance in Nigerian tertiary institutions. This success will have to be supported by systemic challenges, the empowerment and capacity of regulation, and adequate funding for ethical practices in education. By critically exploring current frameworks and obstacles to improved service delivery, this research aims to identify recommendations for reform and advance tertiary education systems in Nigeria that are more vibrant, effective, and internationally competitive.

2. Literature Review

Accreditation plays a critical role in maintaining academic quality and institutional performance in Nigerian tertiary institutions. It serves as a mechanism for evaluating the relevance of institutional programs, faculty qualifications, and available resources. The process ensures that institutions provide education that aligns with both national and global standards. However, the accreditation process in Nigeria faces several challenges that affect its effectiveness. One of the most significant barriers is inadequate funding. Many institutions struggle to meet the necessary infrastructure and staffing requirements due to financial constraints, leading to failure to meet accreditation standards. Another critical issue is the shortage of qualified academic staff, particularly in institutions with high student–

teacher ratios. This problem is further exacerbated by brain drain, as many qualified academics seek better opportunities abroad.

The politicization of the accreditation process remains a considerable challenge. Some institutions attempt to influence accreditation outcomes through political connections, which undermines the integrity of the process. Moreover, poor infrastructure and outdated facilities continue to hinder the accreditation process in Nigerian institutions, particularly in science and technology programs, which require modern laboratories and equipment. Despite these challenges, accreditation remains an essential tool for enhancing the quality and credibility of higher education in Nigeria. Addressing underlying issues such as funding, staffing, and infrastructure is crucial for ensuring the effectiveness of the accreditation system. Strengthening monitoring and follow-up after accreditation can also ensure that institutions maintain the required standards for long-term educational quality.

3. Methodology

This study is descriptive and analytical, based on a broad review of the relevant literature, policy documents, and other regulatory frameworks related to accreditation and quality assurance in Nigerian tertiary institutions. This methodology entailed a meticulous analysis of academic publications, policy documents, accreditation documents, and statutory guidelines from the main regulatory bodies, namely, the NUC, NBTE, and NCCE (Iguodala & Enowoghomwenma, 2022). Academic articles, textbooks, policy documents, and research on accreditation and quality assurance practices, and institutional and vocational education and training policies were systematically identified and critically analyzed to highlight common themes and systemic barriers. Funding, staffing issues, infrastructure, governance issues, policy instability, corruption, rapid expansion of institutions, and monitoring mechanisms were among the areas of greatest concern.

Data were collected, coded, and analyzed using thematic content analysis to synthesize conceptual clarity, operational methods, and documented complicities in the threat to accreditation validity. By comparing experiences on the ground with what is sought by regulators, this study explored the degree to which standards are aligned with situations in Nigeria's tertiary education system. Using an analytical approach allowed the researchers to identify structural gaps, policy inconsistencies, and administrative constraints that affect accreditation results. The study combines theoretical perspectives with policy analysis to support an evidence-based discussion of the processes, challenges, and implications of accreditation for educational development in Nigeria.

4. Result and Discussion

4.1 Conceptual Terms

4.1.1 Concept of Tertiary Education

Tertiary education offers a broad range of academic disciplines and professional programs, including bachelor's, master's, doctoral degrees, and professional certifications. It focuses on in-depth exploration of subject areas, critical thinking, research skills, and the development of specialized expertise. Tertiary education is a crucial component of national development, designed to address and solve pressing local, national, and international problems through intensive teaching, research, and the provision of community services. It plays a pivotal role in fostering individual development and growth, while also making a positive impact on society at large (N. J. Ogunode, Olaoye, & Yakubu, 2023).

By equipping individuals with advanced knowledge and skills, tertiary education contributes to the creation of a knowledgeable and skilled workforce capable of driving innovation and progress (N. Ogunode & Mohammed, 2024). Tertiary education is an organized educational system that is consciously designed for manpower production, in-service training and national development. Tertiary education is an education that advances teaching, research and community services for national development. Tertiary education is an education industry that is meant for the production of manpower and national development via implementation of teaching, research and provision of community services.

Tertiary education is defined by the National Policy on Education as the education provided after post-basic education in institutions such as universities and inter-university centers, such as the Nigeria French Language Village, Nigeria Arabic Language Village, National Institute of Nigerian Languages, institutions such as innovation enterprise institutions (IEIs), and colleges of education, monotechnics, polytechnics, and other specialized institutions such as colleges of agriculture, schools of health and technology, and the National Teachers' Institutes (NTI). According to Edinoh and Wali-Essien (2023), tertiary education is a social agent of progress and development in society and aids technological advancement. It is designed to help in the development of nations by providing high- and middle-level manpower needed for social, economic, and political advancement through programmes of teaching, learning, research, and community services.

4.2 Concept of Accreditation

Accreditation is a formal process of evaluation and recognition through which an authorized regulatory body assesses an educational institution or its academic programmes to determine whether they meet established minimum academic and operational standards (Mayulu & Tricahyadinata, 2024; Obadara, 2013). In Nigeria, accreditation in tertiary institutions is carried out by statutory agencies such as the National Universities Commission (NUC) for universities, the National Board for Technical Education (NBTE) for polytechnics and monotechnics, and the National Commission for Colleges of Education (NCCE) for colleges of education.

The primary objective of accreditation is to ensure that institutions offer quality education that is relevant, credible, and aligned with national development goals. During accreditation exercises, factors such as curriculum content, availability and qualification of academic staff, adequacy of infrastructure and learning facilities, library resources, governance structures, and funding are critically examined. Based on the outcome, programmes may be granted full accreditation, interim accreditation, or denied accreditation (N. J. Ogunode, Edinoh, & Rauf, 2023).

Accreditation serves as a quality control mechanism that protects students, employers, and society from substandard educational programmes. It also promotes institutional accountability, encourages continuous improvement, and enhances public confidence in certificates awarded by tertiary institutions. Furthermore, accreditation status influences student enrollment, the employability of graduates, and eligibility for government funding and professional recognition (Mayulu & Tricahyadinata, 2024).

4.3 Concept of Quality Assurance

Quality assurance refers to systematic, continuous, and planned activities implemented within an educational system to ensure that teaching, learning, research, and administration meet acceptable standards and achieve desired outcomes. Unlike accreditation, which is often periodic and externally driven, quality assurance is an ongoing internal and external process aimed at sustaining and improving educational quality in tertiary institutions. In Nigerian tertiary institutions, quality assurance encompasses internal mechanisms such as curriculum review, staff development, student assessment, feedback systems, and internal monitoring units, as well as external mechanisms provided by regulatory agencies through accreditation and periodic evaluations.

The goal is to ensure consistency, relevance, efficiency, and effectiveness in the delivery of higher education (Anjum & Chowdhury, 2024). Quality assurance plays a vital role in improving institutional performance, enhancing student learning outcomes, and ensuring the global competitiveness of graduates. It fosters a culture of accountability, transparency, and continuous improvement among academic and administrative staff. In the long run, effective quality assurance contributes to national development by producing competent graduates capable of meeting societal and labor market needs (Anugom, 2016; Javidan et al., 2020).

4.4 Challenges Facing Accreditation in Nigerian Tertiary Institutions

Accreditation is central to maintaining academic standards and quality assurance in Nigerian tertiary institutions. However, the effectiveness of accreditation exercises has been undermined by several

interrelated challenges that continue to affect the credibility and overall quality of higher education in the country.

4.5 Inadequate Funding of Tertiary Institutions

One of the most critical challenges facing accreditation in Nigeria is inadequate funding. Many tertiary institutions lack sufficient financial resources to provide the infrastructure, equipment, libraries, laboratories, and instructional materials required to meet accreditation standards. Consequently, institutions often struggle to maintain facilities and recruit qualified staff, resulting in repeated loss or denial of accreditation for some academic programmes. Adequate funding is fundamental to meeting accreditation requirements in tertiary institutions (Pandey & Subedi, 2023). In Nigeria, most public universities, polytechnics, and colleges of education suffer from chronic underfunding by the government.

This affects the provision and maintenance of essential facilities, such as lecture halls, laboratories, libraries, hostels, and information and communication technology (ICT) infrastructure, required by accreditation bodies such as the National Universities Commission (NUC), National Board for Technical Education (NBTE), and National Commission for Colleges of Education (NCCE). Poor funding also limits institutions' ability to recruit qualified staff, support research activities, and maintain academic standards. Consequently, many institutions struggle to meet minimum accreditation benchmarks, leading to denial or partial accreditation of programmes (Ahaotu & Akor, 2014; Akpan & Etor, 2016).

4.5.1 Shortage of Qualified Academic Staff

Accreditation guidelines emphasize adequate staffing in terms of number, qualification, and rank. However, many Nigerian tertiary institutions experience acute shortages of qualified lecturers, particularly at the senior level (PhD holders and professors) (Mohammed & Rufai, 2025). High student–teacher ratios, brain drain, and limited opportunities for staff development further exacerbate this problem, making it difficult for institutions to satisfy accreditation requirements. The availability of qualified academic staff is a critical criterion for accreditation.

Nigerian tertiary institutions face serious shortages of lecturers with the required academic qualifications, especially PhD holders and senior academics such as professors and associate professors (Anugom, 2016; N. J. Ogunode & Cynthia, 2025). Brain drain, poor remuneration, heavy workload, and unattractive working conditions have worsened this problem. In some institutions, a few qualified staff are overstretched, while part-time or adjunct lecturers are used to fill gaps, often against accreditation guidelines. This compromises teaching quality, research output, and staff–student ratios, thereby affecting accreditation outcomes (N. J. Ogunode & Adah, 2022).

4.6 Inadequate Infrastructure and Facilities

Poor physical infrastructure is a major obstacle to successful accreditation. Lecture halls, laboratories, workshops, libraries, and hostels in many institutions are either insufficient or dilapidated. In science, engineering, and technical programmes, obsolete or non-functional equipment undermines practical training and fails to meet accreditation benchmarks set by regulatory agencies such as the NUC, NBTE, and NCCE. Accreditation exercises place strong emphasis on physical and learning facilities, including laboratories, workshops, libraries, classrooms, equipment, and learning resources (Akpan & Etor, 2016). Many Nigerian tertiary institutions operate with obsolete, insufficient, or poorly maintained infrastructure. Science and technology-based programmes are particularly affected due to the lack of modern laboratory equipment and functional workshops. Overcrowded classrooms, poorly stocked libraries, unreliable electricity, and inadequate internet access further weaken institutions' capacity to meet accreditation standards, thus undermining quality assurance.

4.7 Politicization and Undue Influence

The accreditation process in Nigeria has at times been influenced by political interference and external pressure. Some institutions allegedly seek to influence accreditation outcomes through lobbying or connections rather than genuine compliance with standards. This undermines the integrity,

transparency, and credibility of accreditation exercises and weakens public confidence in the quality of tertiary education. Obiajulu (2023) The accreditation process in Nigeria is sometimes affected by political interference and undue influence. Powerful individuals, institutional owners, or political office holders may attempt to influence accreditation outcomes to favor certain institutions or programs. This undermines the objectivity and credibility of accreditation exercises (Osuji, 2011) (Pinga, Ivase, & Nomayu, n.d). In some cases, pressure is mounted on accreditation teams to overlook deficiencies or grant accreditation, despite clear shortcomings. Such practices weaken the integrity of the quality assurance system and reduce public confidence in the accreditation process.

4.7.1 Poor Institutional Compliance with Accreditation Standards

Some tertiary institutions do not consistently comply with established accreditation requirements. In certain cases, institutions make temporary arrangements—such as borrowing staff, equipment, or library materials–solely for the duration of accreditation visits. Such practices result in superficial compliance and do not reflect the actual state of academic quality, thereby defeating the purpose of accreditation (Akomolafe & Ibijola, 2014). Some tertiary institutions demonstrate a weak commitment to accreditation requirements and quality assurance practices. Instead of sustaining standards continuously, some institutions engage in "fire-brigade" approaches, making temporary arrangements only when accreditation visits are imminent. This includes borrowing equipment, hiring staff on short-term contracts, or hastily preparing documents to impress accreditation panels. Such a poor compliance culture prevents sustainable quality improvement and often results in repeated accreditation failures once temporary measures are withdrawn (N. J. Ogunode, Nwisagbo, Harcourt, & Soetan-Ayanfe, 2024).

4.7.2 Frequent Changes in Accreditation Benchmarks and Policies

Frequent revisions of minimum academic standards and accreditation criteria pose challenges to institutions, especially those with limited resources. Sudden changes in benchmarks require adjustments in the curriculum, staffing, and facilities, which many institutions are unable to implement promptly (Pandey & Subedi, 2023). This creates instability and affects long-term academic planning. Frequent revisions of accreditation benchmarks and minimum academic standards pose challenges to institutions. Although policy updates are necessary to reflect global best practices, sudden or frequent changes can cause confusion and adjustment difficulties. Institutions may lack the financial and administrative capacity to quickly align their programs, curriculum, staffing, and facilities with new requirements. This inconsistency can lead to non-compliance and poor accreditation outcomes, especially for institutions that are already struggling with limited resources (Jacob, Monsurat, & Musa, 2021).

4.8 Rapid Expansion of Tertiary Institutions

The rapid growth in the number of universities, polytechnics, and colleges of education in Nigeria has overstretched the capacity of regulatory agencies. With limited personnel and logistics, accreditation bodies face difficulties in conducting thorough and regular evaluations. This situation may lead to delays, inadequate monitoring, and uneven enforcement of standards. The rapid proliferation of universities, polytechnics, and colleges of education in Nigeria has overstretched the accreditation system (N. J. Ogunode & Adah, 2022). Many newly established institutions begin operations without adequate preparation in terms of staffing, infrastructure, and funding. At the same time, accreditation agencies face capacity constraints in monitoring the growing number of programmes and institutions. This rapid expansion often leads to compromised standards, increased competition for limited academic staff, and difficulties in enforcing accreditation requirements effectively (Ali, Islam, Nadi, Amin, & Dolon, 2025).

4.9 Corruption and Ethical Challenges

Corruption remains a significant challenge in the accreditation process. Allegations of bribery, favoritism, and compromise of standards during accreditation visits have been reported. Such unethical practices weaken the effectiveness of accreditation, allow substandard programs to continue, and diminish the credibility of regulatory agencies. Corruption is a major challenge to accreditation in Nigerian tertiary institutions (N. J. Ogunode, Olaoye, et al., 2023). Institutions may attempt to influence accreditation outcomes through unethical practices rather than genuine improvement of academic

standards. Such corruption erodes the credibility of accreditation agencies and undermines the goal of quality assurance. Such corruption erodes the credibility of accreditation agencies and undermines the goal of quality assurance. It also results in the approval of substandard programmes, which negatively affects graduates and the education system as a whole (Obadara, 2013; Sergeyevna, 2025).

4.10 Poor Data Management and Documentation

Effective accreditation requires accurate data on student enrollment, staff strength, facilities, and academic activities. Many institutions suffer from poor record-keeping and weak data management systems, making it difficult to present reliable evidence during accreditation exercises. This often results in poor assessment outcomes or misrepresentation of institutional capacity. Effective accreditation depends on accurate data and proper documentation related to staff strength, student enrollment, facilities, research output, and academic records. Many Nigerian tertiary institutions have weak data management systems, leading to inconsistent, outdated, or incomplete records. Poor documentation makes it difficult for institutions to present reliable evidence during accreditation. In some cases, discrepancies in data raise questions about institutional transparency and preparedness, which can negatively influence accreditation decisions (Na, Yuliansyah, & Oktavia, 2025).

4.11 Limited Follow-Up and Monitoring

Accreditation should be complemented by continuous monitoring to ensure sustained compliance with standards. However, limited follow-up visits and weak post-accreditation monitoring reduce the long-term impact of accreditation. Institutions may relapse into poor practices after securing accreditation, thereby undermining quality assurance efforts (N. J. Ogunode, Olaoye, et al., 2023). Accreditation agencies often face logistical and funding constraints that limit effective follow-up inspections(N. J. Ogunode & Cynthia, 2025). Without sustained monitoring, institutions may fail to maintain required standards, thereby weakening the long-term impact of accreditation on educational quality. Accreditation agencies often face logistical and funding constraints that limit effective follow-up inspections. Without sustained monitoring, institutions may fail to maintain required standards, thereby weakening the long-term impact of accreditation on educational quality.

5. Conclusions

5.1 Conclusion

Accreditation plays a crucial role in ensuring quality assurance and maintaining academic standards in Nigerian tertiary institutions. However, its effectiveness has been significantly hindered by persistent challenges, such as inadequate funding, insufficient qualified manpower, poor facilities, ethical lapses, and weak institutional compliance with accreditation standards. The rapid expansion of institutions without corresponding improvements in resources has further complicated the task of regulatory agencies. Consequently, the credibility of some academic programs and the quality of graduates have been questioned. To achieve its intended objectives, accreditation must be supported by a conducive policy environment, adequate funding, transparent processes, and continuous monitoring. Strengthening accreditation practices is therefore vital for enhancing the quality, relevance, and global competitiveness of Nigeria's tertiary education system.

5.2 Research Limitations

This study has several limitations. First, it focuses primarily on the challenges within Nigerian tertiary institutions, and while these challenges are representative, they may not capture the full range of issues faced by institutions in other regions. Second, it relies on available literature and policy documents, which may not fully reflect the dynamic and evolving nature of the accreditation process. Third, it does not incorporate primary data from institutions, limiting its ability to capture firsthand experiences and opinions regarding accreditation practices.

5.3 Suggestions and Directions for Future Research

Future research should focus on addressing the following recommendations to improve accreditation in Nigerian tertiary institutions.

1. Increased and sustainable funding for tertiary education to meet accreditation requirements for staffing, infrastructure, and learning resources.

2. Strengthening academic staffing through better recruitment, retention, and professional development.
3. Improving infrastructure and facilities to ensure compliance with accreditation benchmarks
4. Ensuring transparency and integrity in the accreditation process by enforcing strict ethical standards
5. Establishing continuous monitoring and post-accreditation follow-up to ensure sustained compliance and quality improvement
6. Enhancing the capacity of regulatory agencies to conduct comprehensive accreditation exercises
7. Maintaining stable and consistent accreditation policies with adequate time for institutions to adjust to new standards
8. Empowering internal quality assurance units within institutions to promote continuous self-regulation

Further research should explore the implementation of these recommendations and assess their impact on accreditation outcomes in Nigeria's tertiary education system.

Author Contributions

HH was responsible for the conceptualization, methodology, data collection, and initial drafting of the manuscript. US contributed to the data analysis, manuscript revision, and provided the final approval for the manuscript. YBG conducted the literature review, contributed to the data analysis, and assisted with the manuscript revision. All authors played an essential role in the research process, from study development to the final manuscript.

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