QUALITY ASSURANCE: A VERITABLE TOOL FOR ENHANCING TERTIARY INSTITUTION DEVELOPMENT IN NIGERIA

BY

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Abstract
Tertiary institutions are expected to carry out teaching and training of students for effective academic performance. To accomplish the goals of tertiary institutions, quality assurance is essential. The role of quality assurance is germane in any nation's education system development. The effectiveness of teaching and the growth of teachers, the academic policy environment, the development of students, the evaluation systems, and the institution's adaptability to change are significant variables in determining the quality of tertiary institutions. There are several ways to make sure that quality assurance is manifested in tertiary institutions which include assessment, audits, and accreditation. This research examines tertiary education system, quality assurance; purpose of quality assurance in tertiary institution development in Nigeria, state of quality assurance in Nigeria tertiary institutions, needs for quality assurance and its approach, the challenges and strategies to facilitate quality assurance in the tertiary institutions. It is therefore recommended, among other things, the government ought to enhance funding allocation to tertiary institutions, provision of adequate infrastructural development that suit with contemporary tools, the lecturer's welfare, and non-teaching employees should be appropriately cater for, as well as effective management of all the units within the institution for effective development of tertiary institutions in Nigeria.
Keywords: *Quality Assurance, Tertiary, Institution*

Introduction
Education has been termed as the cornerstone of every humanity and tool for building nation. The primary actors of learning; teachers, students, and the environment must be collaboratively structured for a country to attain quality education. Elken and Stensaker (2018) stated that the nature and sorts of education to which people and nations have been exposed determine who they are. However, every citizen has a right to a high-quality education; it is not a luxury that the government can grant or deny. Demands of the contemporary customary and technological age have increased the urgency of this viewpoint. According to (), education nowadays must have the result of enabling a nation to have a consistent ample pool of people with creativity who contribute to maintain enlightening the living standards of the general populace and to address the occasionally encountered existential issues.

In Nigeria, post-secondary education is referred to as tertiary education and is provided by universities, colleges of education, polytechnics, and monotechnics including those institutions offering correspondence courses such as Joint University Preliminary Examination Board (JUPEB) (Eze et al., 2015). According to Okoro (2015), have among the objectives are to: promote national growth through advanced human resource training; create possibilities for high-quality education that are easily accessible and inexpensive at both formal and informal education in response to the needs and curiosity of Nigerians; offer top-notch career guidance and opportunities for continuing learning that give students the information and skills they need to be independent; decrease skills shortages by producing the necessary competent people; stimulate and promote scholarship; entrepreneurship and community service; create and maintain national unity; and encourage communication between people on a national and worldwide level.

These objectives are pursued by tertiary educational institutions through: the selection of high-quality students, the quality of the instruction given, the advancement of research; providing students with high-quality resources, services, and facilities as well as the creation and sharing of knowledge, skills, and

competences that prepare them for success in a knowledge-based economy; access to training resources including the Tertiary Education Trust Fund (NETF) and the Industrial Training Fund (ITF) (TETFund); maintaining minimal educational standards through competent regulating bodies; and a legitimate admissions procedure that is inclusive of all applicants for national unity (FRN, 2014). One may say that quality is the outcome of a product which is either good or negative. Asif and Raouf (2012) posited that, quality is what makes something stand out or define features of something thought to be predetermined. The features of a procedure, item, or service, as well as its performance, are determined by quality (Elassy, 2013). The Latin word quails, which means "what type of," is where the word quality originates. Nevertheless, Elassy (2013) recognised that quality may be evaluated from both an absolute and a relative standpoint. The highest level that can never be surpassed is what constitutes quality from an absolute point of view. Therefore, it is possible to claim that something's quality is a component of its nature in this context.

However, quality in education pertains to the value of complete set of inputs and outputs. It is a procedure that, by instilling an attitude of excellence, draws people away from their short-term objectives (Butcher, 2015). A high-quality education equips all students with the skills they need to be economically productive, create sustainable livelihoods, support peaceful, democratic societies, and improve human wellbeing. Nevertheless, according to Eya et al (2013) three interconnected and dependent elements could be used to describe quality: -
- effectiveness in achieving its objectives;
- relevance to situations and requirements of both humans and the environment; and
- the promotion of creativity, the quest of quality, and the study of novel concepts.

Concept of Quality Assurance
Quality assurance is about consistently completing tasks correctly the first time or fulfilling product specifications. When used in reference to the educational system, quality assurance denotes the capacity of the institutions to satisfy the demands of the people who will be using the workforce in terms of the caliber of skills gained by their outputs, (Baldrige Foundation, 2014). Additionally, the institution's capacity to satisfy requirements pertaining to academic issues, personnel, and other factors might be regarded to be a factor: student-to-staff ratio, training opportunities, physical space, financing, and enough research resources. The quality and quantity of the numerous inputs in the tertiary education system have a noteworthy impact on the assurance of quality in the tertiary institutions. One of the most important elements of successful internationalization is quality assurance. It is a crucial technique for establishing institutional reputation in a cutthroat local and international market, as well as a crucial underpinning for consumer protection (Gore et al., 2017). Therefore, quality assurance is the ability of an organization to achieve the objectives for which it was created and to maintain a level playing field. Assurance of quality, in the opinion of Akareem and Hassain (2016) includes the caliber of the teaching staff, the caliber of the equipment and facilities, the caliber of the students and the school environment, and the caliber of the education being delivered.

Eze et al. (2015) consider Quality Assurance to be an organisational strategy created by individuals responsible for providing services to customers, it is an action intended to improve service delivery. Further stated that quality assurance program must verify that the requirements are met, there is excellence, effectiveness, and cost containment. It includes all duties and pursuits that guarantee high standards for instruction, instruction delivery, curriculum, and frameworks. It also refers to a process of inspection or evaluation that looks at how well practice complies with the standards that have been established by an expert organization, along with the determination of standards, acceptable procedures, and quality requirements, (Harvey, 2014). However, Hou (2012) suggested that learners' entry behaviors, features, and attributes, including some demographic aspects that may hinder or promote their learning; the prerequisites for being a teacher, one's values, pedagogical abilities, professional readiness, topic expertise, and philosophical orientation. the methods used in teaching and learning, such as the curriculum's and the learning environment's structure; and the results, which are specified for various levels in terms of knowledge, abilities, and attitudes, as well as the tools that are suitable and pertinent for evaluating these goals.

Finally, Williams (2019) summarizes the meaning of quality assurance in education as a program, a system, or an institution. In this situation, quality assurance refers to all of these attitudes, objectives, actions, and procedures that, by virtue of their existence and application in conjunction with quality control procedures, ensure that appropriate academic standards are upheld and improved in and by each program.   In an effort on the side of the government to guarantee that educational programs adhere to the national goal, According to Section I.8 of the National Policy on Education of the Federal Republic of Nigeria (FRN, 2014), the quality of instruction at all levels of one's educational system should be focused on instilling the following principles:

i.   Honoring the worth and dignity of each person.
ii.   ii. Belief in a person's capacity for reasoned decision-making.
iii.   Applying moral and spiritual values in their interpersonal interactions.
iv.   A shared commitment to advancing society's well-being.
v.   Encouraging all children's physical, emotional, and psychological growth.
vi.   Developing the skills required for independence.

Quality assurance in education, based on all indications, refers to the assurance that students who graduate from our institutions will be able to successfully navigate the problems of society by putting their academic training to use.

Purpose of Quality Assurance in Tertiary Institutions Development in Nigeria
According to Smidt (2015), the importance of quality assurance in Nigerian tertiary institutions cannot be overstated. It is the catalyst for the overall restructuring of the Nigerian educational system. Because it emphasizes internal processes and outputs and incorporates increased productivity and less waste. Establishing a Quality Assurance and Control Unit within an institution encourages lecturers and non-academic staff to be reliable, meticulous, and fearless, but the indolent and lazy workers may perceive this as a witch hunt by management through assessment and monitoring activities. Olatunji (2018) has compared educational institutions to a mode of transportation that needs high-quality gasoline to operate/run properly. Any educational institution's quality is determined by its faculty, curriculum design, examination system, resources, policies, and overall strategic planning. It is impossible to overstate the necessity and significance of quality assurance in achieving excellence among institutions.

Some of the objectives of quality assurance in Nigerian institutions are as follows:
1. **Organizing/planning programs for awareness:** The directorate of quality assurance in tertiary institutions must carry out its responsibility to raise awareness about the standard and quality in the institutions in accordance with the laws and regulations and mount a series of sensitization programs to inform and educate the institution environment/community that quality cannot be compromised (Asiyai, 2017).
2. **It aids in the observation and evaluation of directives or supervision:** These are additional responsibilities of the Directorates to ensure thorough and consistent oversight of the quality and standards of instruction delivery that must be upheld in tertiary institutions generally, such as examination questions and ongoing evaluation of the lecturers' attendance of the students (Machumu & Kisanga, 2014).
3. **Advisory reasons:** According to Olatunji (2015), the purpose of quality assurance is to offer recommendations and guidance on the best ways to deliver instruction in order to facilitate teaching and learning in lecture halls. Additionally, they must occasionally provide management, the committee of Deans, and the Academic Board with recommendations on matters of policy, learning quality, and standard.
4. **Enforcement of laid down rules and regulations:** The institutions are governed by the established laws and rules, which are set forth by the regulatory agency tasked with overseeing the education sector. To the letter of the law with regards to the issue of institution quality and standard, it is the

proper responsibility of quality assurance to guarantee that every segment of the institution conforms to the established rules and regulations (Asiyai, 2017).

5. **Teaching Career Professionalism:** It is also the responsibility of quality assurance to ensure that proficiency is increased by making certain students at tertiary institutions use acceptable pedagogic techniques in the proper way to become professionally sound and competent (Machumu & Kisanga, 2014).

6. **Assessment and creation of periodic reports:** The Directorate of Quality Assurance is actually required to submit a regular report to the management for the self-assessment records of the institutions as a whole, whether it be at the end of each semester, quarter, or session.

7. **Feedback:** The Directorate of Quality Assurance conducts the tasks of providing written input on how they would rate the administration of the institutions in order to be up to standard through its findings. The quality assurance program provides guidelines for preventing flaws in educational institutions' processes, including reading, conducting information searches in a variety of ways, dressing practically, and monitoring students' progress throughout lessons (Asiyai, 2017).

Approaches to Quality Assurance in Tertiary Institutions
The various methods of quality control that quality assurance systems can employ are discussed in this section. In accordance with various educational systems and cultural traditions, quality assurance organizations can choose one or more of these (Butcher, 2015). Accreditation, assessment, and audit are the three fundamental techniques for ensuring quality. The perspectives of accreditation and evaluation, which encompasses assessment and audit, are different. While audit focuses on internal practices used by a Higher Education Institution (HEI) to accomplish its goals, accreditation and assessment both examine the quality of teaching and learning.

Accreditation: is a determination of whether a program or institution satisfies the requirements for a particular status. Accreditation could have consequences for the HEI itself (like operating permission) or its students (e.g. eligibility for grants) (Butcher, 2015). An HEI or program's mission, resources, and operating processes are all examined as part of the accrediting process' comprehensive focus (Eaton, 2012). Although graduations are also conceivable, an accreditation's outcome is a yes-or-no judgment (Eaton, 2012).

Assessment: is a review that provides graded assessments regarding quality, going beyond accreditation's use of a binary scale (Eaton, 2012). How good are your outputs, is what assessment asks. A quantitative evaluation, such as a grade, is the result of an assessment (whether numeric, literal or descriptive), (Butcher, 2015). The majority of European QAAs use program and institutional assessments. One of the most often employed techniques is program evaluation. A majority of the Nordic, Dutch, or English-speaking nations, which make up 53% of the European agencies, regularly carry it out. The non-university sector exhibits a particularly high frequency of focusing on programs. Institutional evaluation is less common; only 22% of European organizations frequently use it.

Audit: The institution's achievement of its own explicit or implicit goals is evaluated by a quality audit (Butcher, 2015). As cited in Butcher (2015) "ISO (Standards New Zealand, 1994) defines quality audit as a three-part process, checking;
1) the compatibility of the intended quality procedures with the stated goals;
2) the consistency between real quality actions and plans;
3) the efficiency with which the operations achieved the stated goals. Are your processes efficient, inquires audit? The result is a description of the truthfulness of the HEI's statements, (Butcher, 2015).

Academic audits are carried out at the institution level. However, audits do not seek to conduct a thorough analysis of a program's resources and activities or to directly assess the caliber of teaching or learning, unlike accreditation or assessment. Instead, audits concentrate on the procedures used by Higher Education Institutions (HEIs) to guarantee and enhance the caliber of teaching and learning (Eaton, 2012). In Europe,

28% of the quality assurance organizations frequently employ institutional audit. It is regularly used in Ireland, the UK, and by a few organizations in Nordic and related nations.

Need for Quality Assurance in Nigeria Tertiary Institution:
To ensure the caliber of instruction and learning, quality assurance at tertiary institutions must be prioritized. According to Ashraf et al. (2016), the tertiary education system has the following major needs for quality assurance:

- To be a crucial element of the quality assurance plan for schools.
- To aid in the monitoring and supervision of education;
- To guarantee and maintain the highest standards of education at all levels.
- To estimate the number of classrooms required based on the typical class size to ensure quality control of education.
- To assess the effectiveness of the instructor input.; and
- To assess the suitability of the facilities offered for quality control.
  From the aforementioned, it is fair to assume that a good manager of education needs little to no training to understand that without all of these elements in place, achieving quality assurance in education will be challenging.

The State of Quality Assurance in Nigerian Tertiary Institutions
Recent changes in the Nigerian educational system seem to imply that quality assurance in Nigerian higher institutions is not working out as planned. When considering that Nigeria historically served as the center of education in the West African sub-region, the situation is alarming (Martin, 2016). This development is the result of a number of reasons, including the destruction of crucial infrastructure and an increase in student enrollment without an equal increase in finance. In reality, nothing appears to be operating in Nigeria's tertiary institutions anymore (Okebukola, 2012). Higher education institutions fall short of student expectations, particularly in terms of the caliber of the research and instruction (Machumu & Kisanga, 2014). The performance and standards of institutions have been obviously harmed by a lack of adequate funding, since the vicious cycle of insufficient cash, powerlessness, frustration, and blame is continuously fueled in a mutually reinforcing manner (Shelton, 2014).This position of Shelton was corroborated by Stabback (2016), when he reported that institutions in Nigeria are currently in crisis. According to him, less money is available for funding education, research, and social services. A report on labour market prospect of Nigerian graduates according to Palomares, (2014), showed that employers do complain about the output of institutions that they are ill-prepared for the job. Many recent graduates are thought of being unfinished.

Major factors Militating against Quality Assurance in Nigerian Tertiary Institutions
In the Nigerian tertiary educational system, Okebukola (2012) listed the elements that make up the difficulties and issues with quality assurance. These include the following issues, which are mentioned below: low funding, population expansion, inadequate and unqualified lecturers/poor staffing, subpar facilities and equipment, malpractice in exams, corruption, student quality, wages and salaries, and subpar teaching and learning environments.

i.   In Nigeria, the funding of the education system has consistently been a serious issue. However, there is a significant link between inadequate finance and low-quality education. The availability of facilities and the hiring of the necessary personnel to carry out the designed programs are also impacted by insufficient funds. When there is a severe lack of money, other input suffers setbacks, which in turn affects the amount of quality that is possible.

ii.   In order to provide all students in the institutions with top-notch educational services, it is essential that the institutions have the necessary educational facilities and equipment. In places without constant access to educational resources, such as in subpar classrooms, offices, libraries, hostels and laboratories. However, some institutions have had significant difficulties with quality assurance due to the outdated buildings and equipment. (Stabback, 2016).

iii. Both teaching employees and non-teaching staff face situations where they are due salary arrears in various states of the federation today. Salary payments to the personnel are no longer made on time

and in full. In many of our higher institutions, a strike action by teaching and non-teaching employees is now the norm.

iv. According to Ashraf et al. (2016), examination malpractice has an impact on academic quality; any educational institution that is rife with examination misconduct would create students that perform mediocrely (or not very well). Examination misconduct has taken on many different forms in some universities, including bringing items on the palm, money notes, garments, under the body, socks, and bribing invigilators and supervisors.

v. Corruption: According to Stabback (2016), corruption is perceived as embezzlement; misuse and diversion of limited money intended for educational purposes further impoverish the sector. The drawback of this is that it is difficult to implement policy effectively when purchasing the facilities, libraries, and ICT tools necessary for effective teaching and research in universities.

vi. Quality of Learners: Wittek and Habib (2013) noted that students at Nigerian educational institutions are not this serious and committed to their studies; instead, they purposefully avoid the pressure and vigor that are associated with higher education. Many learners and students enter classrooms without textbooks or even writing instruments like pens and pencils. This is one of the reasons it is harder to encourage students to learn, examine, research, and engage in independent study; they don't have the same culture of scholarship and hard work that academic institutions used to have.

vii. Enrolment Explosion: Over enrollment is now a typical occurrence in Nigerian educational institutions. The facilities on the ground are being used to capacity in many cases. A phenomenon that will undoubtedly have an impact on the standard of education in Nigeria because high enrollment typically results in crowded classrooms, inadequate instruction, and examination fraud (Wittek and Habib, 2013).

Strategies for Ensuring Quality Assurance in Tertiary Institution:
The systematic examination of educational programs is known as quality assurance, and it is done to make sure that infrastructures and educational standards are being upheld to a satisfactory level. Accordingly, the following tactics have been listed for maintaining efficient quality assurance in the educational system and in the administration of institutions (Eya et al., 2013).

- **Monitoring –** This refers to the process of collecting data at intervals about ongoing projects or programmes within the school system. The aim is to carefully assess the level of performance with a view to finding out how far set objectives are being met.

- **Supervision** – Inspection may be a part of supervision, but it goes beyond that to include efforts to raise the caliber of training. Staff participation is a crucial component of the process. It serves as a means of consulting, directing, renewing, motivating, and exciting employees (Okebukola, 2012).

- **Inspection** - This typically involves evaluating the facilities and resources that are available in an institution in order to determine how well that institution has complied with the requirements; it is more of an assessment than an enhanced induced exercise.

- **Planning –** It is the process of making a series of decisions for future action that are focused on certain objectives. This is a crucial component of effective management. It involves the manager's capacity to plan ahead and be able to create and pick the proper goals and practices to be used inside the educational system. Planning involves identifying and preparing policies and processes beforehand. Both micro and macro levels of planning are possible. We could make plans based on the need for human resources, public needs, or advantages (Okebukola, 2012).

- **Organising –** This is the manager's capacity to produce structural work. In other words, he should concentrate on the organization and method of assigning work to achieve shared goals. The act of organising involves assembling particular units of people and activities and attempting to form relationships among them. Therefore, it entails creating a formal framework for the division and coordination of labor toward predetermined objectives.

- **Staffing –** The manager of schooling does not need to labor in this additional crucial field. For the education/school purpose to be anchored, he must be able to find the right people, affect their knowledge, and place them in the suitable jobs that reflect their experience and capability in both quantity and quality. The need for personnel in any origination cannot be over- emphasised. Goals must

be accomplished through the efforts of others, therefore a manager's primary responsibility is to find, hire, develop, allocate, and manage the staff or manpower needed to reach those goals (Wittek and Habib, 2013).

- **Motivating –** This relates to the consideration of psychological requirements of the individual in order to accomplish organizational goals. Additionally, this serves as the catalyst for all other endeavors undertaken by educational managers. To get the most productivity and effectiveness out of their staff, managers need to know how to maintain a high level of morale among them. This includes providing them with ongoing salaries and other remuneration necessary for their welfare (Wittek and Habib, 2013).

- **Evaluation –** This is the ability of management to evaluate and be aware of how the school's goals and objectives have turned out. Through quality control, they make sure that the stated goals and objectives are accomplished.

Role of Government and other stakeholders for Development of Quality Assurance in Tertiary Institutions

A variety of measures must be taken into account if quality and standard are to be guaranteed at our tertiary institutions:

1. **Proper Funding:** To guarantee quality at all levels of our educational system, but notably at the higher education level, adequate finance is absolutely essential. The management, operation, and acquisition of educational resources for tertiary institutions in Nigeria should consequently be sufficiently funded (Asiyai, 2017). The administration of schools must also act with some integrity in order to ensure that money allocated for academic purposes are always used as intended and are never misused or diverted. As a result, tertiary institutions need better funding because they frequently struggle to promote education of a high and improved grade due to a lack of cash and resources.

2. **Curbing Corruption:** t is undeniable that corruption has resulted in the misappropriation of a significant portion of the funding intended for Nigeria's educational growth. Since it is now essential that this threat be eliminated in Nigeria. Therefore, the government of our nation should enact severe measures to stop or eliminate corruption in the nation. To serve as a deterrence to others, erring individuals and government personnel identified or found should be penalized. In order to ensure proper, accurate, and sufficient accountability, both human and material resources allocated to the education sector and educational institutions should be tracked properly.

3. **Curbing Examination Malpractices:** Nigeria's rules prohibiting exam fraud should be vigorously enforced by the government. Any student who is discovered engaging in the behavior should be disciplined to act as a scapegoat or deterrent to others. The instructors should set an example for the students by abstaining from cheating during examinations. In order to prevent their students from cheating on exams in school, parents must also do their part to instill in them a high degree of moral training. Also, there should be establishment of conducive conditions for learning inside the institution (Varonism, 2014).

4. **Motivation of Lecturers and Non-Teaching Staff:** Given that a lack of motivation is one of the factors contributing to the unfavorable attitudes of lecturers and non-teaching staff in the institution. The government should place a high focus on the welfare of both groups of employees in order to achieve successful quality assurance results.

5. **Befitting Infrastructure in the Schools:** Additionally, there is a need to raise the standard of infrastructure in schools. This will mostly depend on the level of knowledge made accessible in the institution. Also, Ko and Chung (2015) argued for the purposeful introduction of new educational materials and packages, arguing that no program, no matter how well-intended, can be successful if proper infrastructural facilities are not supplied for its implementation. For products to be successfully trained and certified, there must be adequate materials, tools, and facilities.

6. **Conducive Working Environment:** To increase the productivity of the institution's lecturers and other staff, the academic and non-teaching staff must work in a very good and supportive atmosphere. In tertiary schools, amenities like electricity, air conditioning, modern furniture, steel cabinets,

internet, and other requirements for academic staff are excellent inducements for students to spend a lot of time studying and conducting research in their offices.

7. **Staff Development and Welfare:** Varonism (2014) posited that staff development and welfare as supporting evidence that the caliber of lecturers in charge of training/teaching plays a significant role in ensuring standards. Lecturers should be encouraged to continue taking refresher courses, workshops, seminars, and conferences, especially in their areas of specialization, because their training and experience are crucial to their ability to grasp and deliver their courses. In order to familiarize teachers with advancements in assessment procedures that can provide more accurate and trustworthy results, Stukalina (2014) also recommended that institution officials place a focus on teachers' ongoing professional development. One concurs with these recommendations, and the organization should promote employee attendance at seminars, workshops, and conferences. Without thorough awareness of emerging educational technology, instruction cannot be effective.

8. **Communication:** The federal and state ministries of education should be compelled to open up channels of communication that would allow for the provision of disciplinary advice that is both constructive and intended to raise standards for both teaching and learning. Additionally, keeping a close eye on an educational system's impact, process, output, and atmosphere/environment will help ensure that things continue to move in the right direction and in accordance with predetermined standards, which will make it easier to guarantee quality in tertiary institutions.

9. **Private Sector Participation:** To ensure that our educational system is of high quality, the government must encourage private sector participation.

10. **Institutional Quality Assurance System for Academics:** This is a unit in each of the institution monitor and evaluate teaching-learning process. According to Stukalina (2014), the responsibilities that the academic quality assurance unit must fulfill as part of their work include the following:

- Managing the organization, content, and design of the curriculum;
- Supervision of curriculum implementation (course by course in each school at institutes of learning) - how much of a 16-week semester is allotted for real teaching;
- Ensure that each lecturer records the students' attendance in class, which needs to be retained;
- The development and success of students, including attrition and dropout rates;
- Counseling, advice, and assistance for students;
- Periodic evaluations of the people and material resources allocated to each program;
- feedback given to all levels after data analysis to encourage quality improvement;
- Follow-up with graduates for feedback from companies;
- Constant communication with professional organizations and the Quality Assurance Agency to stay up to date on the newest news.

11. **Evaluation:** This requires gathering information from the tertiary institution, organizing it, and then analyzing it in order to determine the program's current situation and the best course of action for improving the issue area. The quality assurance plan's goal is to identify ways to assist tertiary institutions of higher learning in improving their existing level of performance, (Harvey, 2014).

Furthermore, according to Elken and Stensaker, (2018) posited that quality assurance in the management and sustainability of Education in tertiary institutions in Nigeria. Government efforts must be focused on ensuring that the curriculum designers periodically evaluate Nigeria's curricula and educational standards in order to reflect the needs and aspirations of society as the situation demands. For instance, entrepreneurship development and skilled courses are now prioritized. The focus should be on incorporating mentorship into tertiary education's skilled areas. Aligning the internal and external standards for quality assurance and raising the bar for academic excellence. Improving or utilizing contemporary teaching strategies in the classroom. For instance, e-learning could be implemented to lessen the pressure on instructors and students. To put it another way, the government needs to make sure that there are facilities for this in every tertiary institution. Ensuring the continuity of a more developed curriculum. In order to include innovations and new techniques/methods, curriculum assessment is also necessary. Ensuring that an efficient supervisory structure

is introduced into the system and that sufficient funding is made available to educational institutions to fulfill the demands of a changing world.

Conclusion
This study's findings support the idea that quality assurance in education is a crucial component of any educational institution's success. Based on the discussions in this study, it is clear beyond every reasonable doubt that quality assurance is essential in the development of any institution in Nigeria. However, it has been underlined that educational managers must remain steadfast by making sure that evaluation, supervision, inspection, auditing, and other procedures are carried out to guarantee that high standards are in place at all times. Because stakeholders are growing concerned about the level of quality assurance in Nigeria's higher institutions, this could be as a result of myriads of problem facing the Nigerian tertiary education system. These issues include a lack of funding, a lack of staff, a terrible state of the infrastructure, poor management, and an increase in enrollment. The situation may further be worsened if urgent measures are not put in place to address the quality problem facing Nigerian education system.

Suggestions
To this end, the following Suggestions are therefore made:
1. If the education system is to change from what it is now, which is pitiful, sterile, irrelevant, and uncreative, the government must be awake to her duty and fully fund Nigerian tertiary institutions. The tertiary institutions should focus on improving their internal revenue generation while maintaining a minimum level of academic excellence. Since it is clear that the government cannot fully fund the education sector in Nigeria, society should be urged to contribute more financially to the field.
2. In order to maintain quality, Nigerian tertiary institutions should make sure that the number of students enrolled at any one moment is proportional to the facilities that are available.
3. In Nigerian institutions, it is necessary to guarantee the availability and upkeep of physical facilities. The management of the institution seems to lack any maintenance culture. Institutions should receive more support from the government in the form of basic infrastructure, and alumni groups and cooperative organizations should do the same by assisting the institutions by building additional physical facilities for them.
4. This must also be ensured by institution management. Institutional managers have been found to be unable of accounting for funds released for their organizations in some instances. Such circumstances typically deter the government, citizens, and even corporate organizations from assisting the institution. In order to attain and maintain quality assurance in the Nigerian educational system, institution administrators must assure effective resource management.
5. A better compensation package and favorable working conditions should drive lecturers. The institutions should support them in attending local and worldwide conferences, workshops, and seminars to encourage them to pursue additional education. Educators should be encouraged to conduct high-quality research rather than releasing articles solely for professional advancement.

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