

# Appropriateness of Educational Competencies in the School Structure: A Case Study of Nigerian Tertiary Institutions

Sorgwe, Ovie

Bayelsa State College of Nursing Sciences

Received: 10.04.2026 | Accepted: 27.04.2026 | Published: 29.05.2026

\*Corresponding Author: Sorgwe, Ovie

DOI: [10.5281/zenodo.20438937](https://doi.org/10.5281/zenodo.20438937)

## Abstract

## Original Research Article

The effectiveness and sustainability of tertiary education in Nigeria are fundamentally dependent on the appropriateness of competencies embedded within institutional structures. While recruitment into universities, polytechnics, monotechnics, and colleges of education has traditionally emphasized disciplinary expertise and research credentials, comparatively limited attention has been given to essential educational competencies such as pedagogy and andragogy, curriculum development and implementation, measurement and evaluation, educational psychology, and educational planning and management. This paper critically interrogates this imbalance by examining the alignment between institutional roles and the competencies required for their effective execution within a typical Nigerian tertiary institution.

Anchored in systems theory, human capital theory, and professionalization theory, the study conceptualizes tertiary institutions as complex, interdependent systems in which the quality of outputs is determined by the competence of their constituent parts. The paper argues that educational competence should not be treated as an optional or supplementary attribute but as a structural necessity that underpins instructional quality, institutional governance, and graduate outcomes. Drawing on policy analysis, extant literature, and contextual realities within Nigeria, the study highlights a significant structural paradox: while professional teaching certification such as the Postgraduate Diploma in Education (PGDE) is mandated and enforced at the primary and secondary education levels through the Teachers Registration Council of Nigeria and the provisions of the National Policy on Education, similar rigor is inconsistently applied within tertiary education.

The analysis further demonstrates that reliance on one-time certification is insufficient to address the dynamic and evolving demands of contemporary higher education. The absence of institutionalized mechanisms for continuous professional development, pedagogical accountability, and leadership training contributes to systemic inefficiencies, including weak instructional delivery, misaligned assessment practices, and diminished graduate employability. The paper therefore advances a conceptual framework linking educational competencies, institutional mechanisms, and educational outcomes, and advocates for the institutionalization of structured professional development systems within tertiary institutions.

It concludes that aligning personnel competencies with institutional responsibilities is imperative for enhancing educational quality, strengthening governance, and preserving the integrity of Nigerian academia. The study recommends policy reforms and institutional strategies aimed at embedding educational competence across academic, administrative, and leadership roles to ensure that tertiary institutions effectively fulfil their mandates in national development.

**Keywords:** educational competence, tertiary institutions, institutional structure, PGDE, professional development, Nigeria, educational leadership, pedagogy, andragogy.

Copyright © 2026 The Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (CC BY-NC 4.0).



**Citation:** Sorgwe, O. (2026). Appropriateness of educational competencies in the school structure: A case study of Nigerian tertiary institutions. *GAS Journal of Education and Literature (GASJEL)*, 3(5), 16-25.

## Introduction

Tertiary education occupies a strategic position in national development. Universities, polytechnics, monotechnics and colleges of education function as centres for advanced knowledge production, professional training, research innovation, and intellectual leadership. In Nigeria, institutions regulated by the National Universities Commission (NUC), the National Board for Technical Education (NBTE), and the National Commission for Colleges of Education (NCCE) are entrusted with producing graduates capable of contributing to national transformation and global competitiveness (Federal Republic of Nigeria, 2014; Saint, Hartnett, & Strassner, 2003).

Despite the existence of regulatory frameworks and minimum benchmark standards, persistent concerns remain regarding instructional quality, assessment practices, research supervision, and institutional governance across Nigerian tertiary institutions. Public debates on graduate employability, declining academic standards, and increasing accreditation pressures suggest that the challenges confronting higher education extend beyond funding deficits and infrastructural constraints. At the centre of these concerns lies a fundamental structural question: Are the educational competencies embedded within tertiary institutions appropriate to their institutional responsibilities? Scholars in the field of education have repeatedly emphasized that systemic weaknesses in teaching quality and institutional management undermine the capacity of universities and other tertiary institutions to fulfil their developmental mandates (Okebukola, 2015; Okojie, 2010).

Existing literature on higher education reform in Nigeria have largely focused on funding, infrastructure, access, and research productivity. While these dimensions are undoubtedly important, comparatively limited attention has been given to the distribution and adequacy of educational competencies within institutional structures. Recruitment practices within many tertiary institutions prioritize academic distinction, disciplinary specialization, and research credentials.

However, these criteria do not necessarily guarantee competence in teaching, curriculum design, student assessment, or educational leadership (Altbach, Reisberg, & Rumbley, 2009; Biggs & Tang, 2011).

Consequently, tertiary institutions sometimes operate under an implicit assumption that possession of advanced academic degrees automatically translates into effective teaching capability and institutional leadership readiness. In reality, the competencies required for successful academic practice extend beyond disciplinary expertise. Effective teaching demands familiarity with principles of pedagogy and andragogy, understanding of learner psychology, competence in curriculum alignment, and expertise in measurement and evaluation. Similarly, academic leadership roles require knowledge of educational planning, institutional management, and policy implementation (Knowles, Holton, & Swanson, 2015; Ornstein & Hunkins, 2018).

This paper therefore examines the appropriateness of educational competencies within the structural framework of a typical Nigerian tertiary institution. It advances the argument that educational competence must be treated not as a supplementary qualification but as a structural imperative embedded across academic, administrative, and support roles. While professional certification such as the Postgraduate Diploma in Education (PGDE) provides foundational exposure to educational principles for individuals without formal teacher training, reliance solely on external certification is insufficient. Sustainable reform requires deliberate institutional mechanisms that ensure continuous professional development and pedagogical accountability within tertiary institutions (Darling-Hammond, 2006; Guskey, 2002).

## Theoretical Framework

This study is anchored on three complementary theoretical perspectives: Systems Theory, Human Capital Theory, and Professionalization Theory. Together, these frameworks provide a robust lens for examining the place and necessity of educational

competencies within the structure of Nigerian tertiary institutions. Each theory contributes a distinct but interrelated explanation of how competence, structure, and institutional effectiveness are connected.

### Systems Theory

Systems Theory, developed by Ludwig von Bertalanffy in 1968, conceptualizes organizations as complex, interdependent systems composed of multiple interacting components working toward a common goal. The central proposition of the theory is that no part of a system operates in isolation; rather, the effectiveness of the entire system depends on the proper functioning and coordination of its constituent parts. Systems are typically described in terms of inputs, processes, outputs, and feedback mechanisms, with continuous interaction between these elements ensuring stability and adaptation.

Within the context of tertiary education, institutions can be understood as open systems comprising academic departments, administrative units, regulatory frameworks, and support services. Inputs into this system include human resources (academic and non-academic staff), students, infrastructure, and policy directives. These inputs undergo transformation through institutional processes such as teaching, research, curriculum implementation, and governance. The outputs are reflected in graduate quality, research productivity, and societal impact.

The relevance of Systems Theory to this study lies in its emphasis on interdependence and structural coherence. Educational competencies represent critical inputs within the institutional system. Where these competencies are inadequate or misaligned with institutional roles, the transformation process is weakened, leading to poor outputs such as ineffective teaching, invalid assessment practices, and diminished graduate competence. For instance, a lecturer lacking competence in measurement and evaluation may design assessments that do not accurately reflect learning outcomes, while an administrator without knowledge of educational planning may implement policies that disrupt

academic processes.

Thus, Systems Theory supports the argument that educational competence is not an isolated attribute but a system-wide requirement necessary for maintaining institutional equilibrium and effectiveness.

### Human Capital Theory

Human Capital Theory, advanced by Gary Becker (1993), posits that investment in knowledge, skills, and competencies enhances individual productivity and, by extension, organizational performance. The theory views education and training as forms of capital investment that yield returns in the form of improved efficiency, innovation, and economic growth. Central to this perspective is the idea that human resources are the most valuable assets within any organization.

In tertiary institutions, academic and administrative staff constitute the core human capital upon which institutional success depends. Their competencies directly influence teaching quality, curriculum implementation, research output, and institutional governance. Investment in educational competencies—such as pedagogical training, curriculum literacy, assessment expertise, and leadership development therefore represents a strategic necessity rather than an optional enhancement.

The relevance of Human Capital Theory to this study is evident in its emphasis on capacity development and productivity enhancement. When tertiary institutions invest in the professional development of their staff through structured training programmes, workshops, and continuous learning opportunities, they enhance the effectiveness of institutional processes and outcomes. Conversely, failure to invest in such competencies results in underutilization of human resources, inefficiencies in teaching and administration, and reduced institutional performance.

In the Nigerian context, where recruitment often prioritizes disciplinary expertise without corresponding pedagogical preparation, Human

Capital Theory highlights a critical gap. The absence of deliberate investment in educational competencies undermines the productive potential of academic staff, thereby affecting the overall quality of higher education delivery.

### Professionalization Theory

Professionalization Theory, as articulated by Andrew Abbott (1988), examines the processes through which occupations evolve into recognized professions characterized by specialized knowledge, formal training, ethical standards, and regulatory control. According to this theory, a profession is distinguished not merely by the nature of its work but by the structured preparation and continuous development required for effective practice.

Teaching, particularly at the tertiary level, fits the criteria of a professional activity. It requires not only mastery of subject content but also expertise in how knowledge is transmitted, assessed, and contextualized for diverse learners. Professionalization Theory therefore emphasizes that effective teaching must be grounded in formal pedagogical training and sustained professional development.

The relevance of this theory to the present study lies in its focus on standards, certification, and continuous development. In Nigeria, teaching at the primary and secondary levels is regulated by the Teachers Registration Council of Nigeria, with professional qualifications mandated under the National Policy on Education. However, similar regulatory rigor is not consistently applied within tertiary education, where individuals may assume teaching roles without formal pedagogical preparation.

This inconsistency challenges the professional status of teaching within higher education and contributes to variability in instructional quality. Professionalization Theory therefore supports the argument that educational competence must be institutionalized through formal training requirements, regulatory standards, and continuous professional development mechanisms. Without such structures, teaching risks being reduced to mere

content delivery rather than a disciplined and reflective professional practice.

### Synthesis of Theoretical Perspectives

Taken together, these three theories provide a comprehensive framework for understanding the central argument of this study. Systems Theory highlights the interdependence of institutional components and the need for competence across all units. Human Capital Theory emphasizes the importance of investing in staff competencies to enhance productivity and institutional performance. Professionalization Theory underscores the necessity of formal training, standards, and continuous development in establishing teaching as a true profession.

Collectively, these perspectives reinforce the position that educational competence is a structural imperative within tertiary institutions. It must be deliberately developed, systematically integrated, and continuously sustained if institutions are to achieve their educational objectives and maintain academic integrity.

### Conceptual Framework

The conceptual framework for this study is designed to explain the relationship between educational competencies, institutional mechanisms, and educational outcomes within the structure of Nigerian tertiary institutions. It provides a logical model that links the central variables of the study and clarifies how the appropriateness or lack thereof of educational competencies influences institutional effectiveness.

At the core of the framework is the assumption that tertiary institutions function as structured educational systems in which human resources constitute the most critical drivers of performance. Within this system, educational competencies represent the foundational input variables. These competencies include, but are not limited to, pedagogy and andragogy, curriculum development and implementation, measurement and evaluation, educational psychology, educational planning and

management, and educational leadership. These competencies are not exclusive to academic staff alone; rather, they cut across academic, administrative, and support roles, each requiring context-specific application.

However, the mere presence or absence of these competencies does not automatically determine institutional effectiveness. Their impact is mediated by a second layer of variables referred to as institutional mechanisms. These mechanisms include recruitment policies, staff induction programmes, professional certification requirements (such as the PGDE), continuous professional development (CPD) systems, mentoring structures, teaching and learning centres, performance appraisal systems, and internal quality assurance processes. Institutional mechanisms serve as the processes through which competencies are acquired, refined, evaluated, and sustained within the system.

The interaction between educational competencies and institutional mechanisms produces a third set of variables, namely educational and institutional outcomes. These outcomes manifest in multiple dimensions, including instructional quality, validity and reliability of assessment practices, effectiveness of curriculum implementation, quality of research supervision, efficiency of administrative processes, and ultimately, the competence and employability of graduates. Where competencies are appropriately aligned with institutional roles and supported by strong mechanisms, positive outcomes are achieved. Conversely, weak or misaligned competencies, coupled with inadequate institutional support, lead to systemic inefficiencies such as poor teaching quality, flawed assessment systems, weak governance structures, and declining academic standards.

An important feature of this framework is the inclusion of a feedback loop, which reflects the dynamic nature of educational systems. Outcomes generated by the institution such as graduate performance, accreditation results, and employer feedback serve as inputs for continuous review and improvement of both competencies and institutional mechanisms. This feedback process ensures that the system remains adaptive and responsive to changing educational and societal demands.

In addition, the framework is influenced by broader contextual factors, particularly the Nigerian higher education environment. These include regulatory policies established by bodies such as the National Universities Commission, National Board for Technical Education, and National Commission for Colleges of Education, as well as socio-economic conditions, labour market expectations, and accreditation requirements. These contextual factors shape both the nature of competencies required and the mechanisms available for their development.

In summary, the conceptual framework posits that:

- Educational competencies constitute the core inputs within the institutional system.
- Institutional mechanisms function as the transformative processes that develop and sustain these competencies.
- Educational outcomes represent the outputs that reflect institutional effectiveness.
- Feedback loops ensure continuous improvement and adaptation.

The central argument emerging from this framework is that institutional effectiveness is directly dependent on the alignment between competencies and roles, as well as the strength of mechanisms that support their development. Where this alignment is achieved, tertiary institutions are better positioned to deliver high-quality education, maintain academic standards, and contribute meaningfully to national development.

### **The Nigerian Context: Accreditation, Employability, and Structural Pressures**

Higher education institutions in Nigeria operate within a complex regulatory and socio-economic environment characterized by increasing demands for quality assurance, institutional accountability, and graduate employability. Regulatory agencies such as the National Universities Commission, National Board for Technical Education, and National Commission for Colleges of Education conduct periodic accreditation exercises designed to ensure that academic programmes meet minimum

standards in staffing, curriculum structure, infrastructure, and research productivity. These accreditation processes play a vital role in maintaining academic credibility and protecting the quality of tertiary education (National Universities Commission, 2018; Federal Republic of Nigeria, 2014).

However, while accreditation exercises rigorously examine staff academic qualifications, research publications, and physical facilities, comparatively less emphasis is placed on formal pedagogical competence and instructional preparation. Academic staff are typically evaluated based on their disciplinary expertise and research output rather than on demonstrated capacity for effective teaching and student learning facilitation. This imbalance reflects a broader structural orientation within Nigerian higher education that prioritizes subject specialization and scholarly productivity over pedagogical proficiency (Okebukola, 2015; Teferra & Altbach, 2004).

Parallel to these institutional dynamics is the increasing national concern regarding graduate employability. Employers across various sectors frequently express dissatisfaction with the workplace readiness of university graduates, citing deficiencies in analytical reasoning, communication skills, and problem-solving abilities. Although employability outcomes are influenced by multiple factors, including economic conditions and labour market structures, the quality of teaching and assessment within tertiary institutions remains a crucial determinant of graduate preparedness (Aina, 2010; Saint et al., 2003).

Socio-economic realities further complicate this landscape. High rates of youth unemployment and intense competition for professional opportunities have contributed to academia being perceived by some graduates as a viable career alternative. In many cases, academically outstanding graduates are recruited directly into lecturing positions shortly after completing postgraduate studies. While these individuals may possess strong disciplinary knowledge, they often enter the classroom without formal training in educational psychology, curriculum design, learner engagement strategies, or

instructional assessment (Okebukola, 2015).

This situation produces a notable structural paradox within the Nigerian education system. At the primary and secondary education levels, teaching is formally recognized as a regulated profession requiring professional certification under the Teachers Registration Council of Nigeria. The provisions of the National Policy on Education mandate professional teaching qualifications such as the Nigeria Certificate in Education (NCE), Bachelor of Education (B.Ed.), or the Postgraduate Diploma in Education (PGDE) for teachers without an educational background (Federal Republic of Nigeria, 2014). However, at the tertiary level where advanced knowledge formation and professional training occur, pedagogical certification is not uniformly required prior to academic appointment.

This asymmetry raises important questions about professional coherence within the Nigerian education system. If pedagogical competence is considered essential for teachers at foundational levels of schooling, the absence of comparable expectations at the university level appears inconsistent with the broader objectives of educational quality and national development.

### **The Role and Limitations of the Postgraduate Diploma in Education (PGDE)**

The Postgraduate Diploma in Education (PGDE) serves as the principal professional pathway through which graduates without formal education training acquire foundational pedagogical competence. The programme introduces participants to essential domains of educational scholarship, including educational psychology, curriculum development, philosophy of education, measurement and evaluation, and educational administration. Through these components, the PGDE aims to bridge the gap between disciplinary expertise and professional teaching competence (Ornstein & Hunkins, 2018; Knowles et al., 2015).

The programme performs an important role in exposing participants to the theoretical foundations of teaching and learning. By introducing concepts such as learner development, instructional strategies,

and educational assessment, it provides participants with a framework for understanding how knowledge can be effectively transmitted and evaluated within educational environments. Teaching practice components further enable participants to apply these theoretical insights within real classroom contexts (Darling-Hammond, 2006).

Nevertheless, significant limitations affect the overall impact of the PGDE within the Nigerian tertiary education system. First, the qualification is not consistently required as a prerequisite for academic appointment in many tertiary institutions. Consequently, many lecturers begin their teaching careers without any formal pedagogical preparation and may only pursue the PGDE later in response to institutional promotion requirements (Okebukola, 2015). However, this does not cut across board.

Second, the programme is sometimes approached primarily as a formal credential rather than a transformative professional experience. When individuals enroll in the programme mainly to satisfy regulatory expectations, the deeper pedagogical insights intended by the training may not be fully internalized.

Third, the relatively short duration of most PGDE programmes limits the extent to which they can address the complex and evolving demands of contemporary higher education. Modern academic practice requires competence in digital learning technologies, student-centered pedagogies, interdisciplinary collaboration, and inclusive educational practices. These competencies cannot be fully developed through a single certification programme but require continuous professional development and institutional support (Biggs & Tang, 2011; Guskey, 2002).

For this reason, strengthening educational competence in Nigerian tertiary institutions requires a broader institutional approach that extends beyond individual certification. Universities and other tertiary institutions must develop internal professional development systems, including teaching and learning centres, pedagogical mentoring programmes, leadership training initiatives, and continuous instructional development workshops. Such mechanisms can complement the

foundational training provided by the PGDE and promote sustained improvement in teaching quality (Darling-Hammond, 2006).

Ultimately, aligning educational competencies with institutional responsibilities is essential for strengthening the integrity and effectiveness of Nigerian tertiary education. When educational competence is embedded structurally within academic roles, institutions are better positioned to deliver high-quality teaching, maintain rigorous assessment standards, and cultivate graduates capable of contributing meaningfully to national development.

## Conclusion

This paper has critically examined the appropriateness of educational competencies within the structural framework of Nigerian tertiary institutions. The analysis demonstrates that while these institutions are entrusted with complex responsibilities ranging from knowledge production and professional training to research innovation and national development, the competencies embedded within their structures do not always align with these expectations. Recruitment practices that prioritize disciplinary expertise and research output, though important, have often overlooked the equally critical domain of educational competence, thereby creating a structural imbalance within the system.

Drawing from both the theoretical and conceptual frameworks, educational competence is not a peripheral attribute but a foundational requirement for institutional effectiveness. Tertiary institutions function as interconnected systems in which academic, administrative, and support units depend on one another for optimal performance. Where educational competencies such as pedagogy, curriculum design, assessment literacy, and educational leadership are weak or absent, systemic inefficiencies inevitably arise. These deficiencies manifest in poor instructional delivery, misaligned assessment practices, weak institutional governance, and ultimately, compromised graduate quality.

The Nigerian context further underscores the urgency of this issue. While regulatory frameworks

enforced by bodies such as the National Universities Commission, National Board for Technical Education, and National Commission for Colleges of Education emphasize standards in staffing, infrastructure, and curriculum, they do not consistently enforce pedagogical competence as a prerequisite for academic practice. This stands in contrast to requirements at lower levels of education, where professional teaching certification is mandated under the National Policy on Education and enforced by the Teachers Registration Council of Nigeria. The resulting asymmetry raises fundamental concerns about professional coherence within the education system.

Although the Postgraduate Diploma in Education (PGDE) provides a pathway for acquiring foundational pedagogical knowledge, this study has shown that certification alone is insufficient to address the complex and evolving demands of contemporary tertiary education. Without institutionalized mechanisms for continuous professional development, the impact of such certification remains limited. Educational competence must therefore be continuously cultivated, evaluated, and aligned with institutional goals.

Ultimately, the sustainability and integrity of Nigerian tertiary education depend on deliberate efforts to ensure that “round pegs are placed in round holes.” This requires a systemic rethinking of how competencies are defined, distributed, and developed within institutional structures. Educational competence must be embedded across all levels of operation: academic, administrative, and leadership if tertiary institutions are to fulfil their mandates effectively and contribute meaningfully to national development.

## Recommendations

In light of the findings and arguments advanced in this study, the following recommendations are proposed to enhance the appropriateness of educational competencies within Nigerian tertiary institutions:

First, pedagogical and andragogical competence

should be made a mandatory requirement for academic staff appointment and confirmation. Regulatory bodies such as the National Universities Commission, National Board for Technical Education, and National Commission for Colleges of Education should incorporate evidence of formal training in teaching and learning such as the PGDE or equivalent certification into minimum academic standards for recruitment and career progression. This will ensure that subject-matter expertise is complemented by instructional competence.

Second, tertiary institutions should establish internal Teaching and Learning Centres dedicated to continuous professional development. These centres should provide structured programmes in pedagogy, curriculum design, assessment practices, instructional technology, and student engagement strategies. Regular workshops, seminars, and certification courses should be institutionalized to ensure that academic staff continuously update their teaching competencies in response to evolving educational demands.

Third, mandatory induction programmes should be introduced for newly recruited academic staff. Such programmes should cover essential areas including instructional methods, curriculum alignment, assessment design, and student support systems. Early exposure to these competencies will help shape effective teaching practices from the onset of academic careers.

Fourth, continuous professional development (CPD) should be integrated into promotion criteria. Academic promotion should not be based solely on research output and years of service but should also include demonstrable competence in teaching, curriculum development, and educational leadership. Evidence such as teaching portfolios, peer evaluations, and participation in professional development programmes should form part of promotion assessments.

Fifth, educational leadership training should be institutionalized for individuals occupying administrative roles. Heads of departments, deans, directors, and other academic leaders should undergo formal training in educational planning, policy implementation, institutional governance, and

quality assurance. Leadership competence is critical for ensuring coherence between institutional policies and educational practice.

Sixth, quality assurance mechanisms should incorporate evaluation of teaching effectiveness and educational competence. Internal and external quality assurance processes should go beyond infrastructure and staffing numbers to assess the quality of instructional delivery, assessment validity, and student learning outcomes. Regular teaching audits and classroom observations should be conducted to ensure adherence to pedagogical standards.

Seventh, the role of the Teachers Registration Council of Nigeria should be expanded to include oversight of teaching standards in tertiary institutions, thereby promoting professional coherence across all levels of the education system. This would ensure that teaching is uniformly recognized and regulated as a profession, irrespective of educational level.

Finally, tertiary institutions should promote a culture that values teaching excellence alongside research productivity. Institutional reward systems, grants, and recognition programmes should be designed to encourage innovation in teaching and learning. By elevating the status of teaching within academia, institutions can foster a more balanced and effective academic environment.

## References

Abbott, A. (1988). *The system of professions: An essay on the division of expert labor*. University of Chicago Press.

Aina, O. I. (2010). Beyond reforms: The politics of higher education transformation in Africa. *African Studies Review*, 53(1), 21–40.

Altbach, P. G., Reisberg, L., & Rumbley, L. E. (2010). *Trends in global higher education: Tracking an academic revolution*. UNESCO.

Becker, G. S. (1993). *Human capital: A theoretical and empirical analysis with special reference to education* (3rd ed.). University of Chicago Press.

Bertalanffy, L. von. (1968). *General system theory: Foundations, development, applications*. George Braziller.

Biggs, J., & Tang, C. (2011). *Teaching for quality learning at university* (4th ed.). Open University Press.

Darling-Hammond, L. (2006). *Powerful teacher education: Lessons from exemplary programs*. Jossey-Bass.

Federal Republic of Nigeria. (2014). *National policy on education* (6th ed.). NERDC Press.

Federal Republic of Nigeria. (2021). *National policy on education* (revised edition). NERDC Press.

Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching*, 8(3), 381–391.

International Labour Organization. (2020). *Skills development for employability in Nigeria*. ILO.

Knowles, M. S., Holton, E. F., & Swanson, R. A. (2015). *The adult learner* (8th ed.). Routledge.

National Board for Technical Education. (2020). *Revised accreditation guidelines for polytechnics and monotechnics in Nigeria*. NBTE.

National Commission for Colleges of Education. (2020). *Minimum standards for Nigeria Certificate in Education (NCE) programmes*. NCCE.

National Universities Commission. (2018). *Benchmark minimum academic standards for undergraduate programmes in Nigerian universities*. NUC.

National Universities Commission. (2021). *Core curriculum and minimum academic standards (CCMAS)*. NUC.

Okojie, J. A. (2010). The Nigerian university system and the challenges of relevance and quality in the 21st century. *Higher Education Policy Perspectives*.

Okebukola, P. (2015). *Towards a 21st century Nigerian university system*. National Universities Commission.

Okebukola, P. (2019). *Quality assurance in Nigerian higher education: Issues and prospects*. African

Journal of Higher Education, 7(2), 45–62.

Ornstein, A. C., & Hunkins, F. P. (2018). Curriculum: Foundations, principles, and issues (7th ed.). Pearson.

Saint, W., Hartnett, T. A., & Strassner, E. H. (2003). Higher education in Nigeria: A status report. Higher Education Policy, 16, 259–281.

Teachers Registration Council of Nigeria. (2019). Professional standards for Nigerian teachers. TRCN.

Teferra, D., & Altbach, P. G. (2004). African higher education: Challenges for the 21st century. Higher Education, 47(1), 21–50.

Teferra, D., & Altbach, P. G. (2021). African higher education in a global context. International Higher Education, 106, 6–8.

UNESCO. (2021). Reimagining our futures together: A new social contract for education. UNESCO Publishing.

World Bank. (2020). Tertiary education and skills systems in Africa: Trends and policy directions. World Bank Group.

World Bank. (2022). Higher education expansion and quality assurance in Sub-Saharan Africa. World Bank Group.