

## Managing Quality Assurance for Sustainability of Globalized Education Systems

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### **Abstract:**

*As the world becomes more interconnected, educational institutions must contend with the difficulty of upholding high standards in various cultural and regulatory landscapes. Effective quality assurance techniques that address differences in education practices and expectations are crucial for ensuring excellence in international educational systems. This study examines the impact of quality assurance mechanisms, particularly capacity, capability, and self-evaluation, on the sustainability of globalized education systems. It aims to determine whether these approaches consistently support high standards across diverse educational systems. Employing a mixed-methods design, the research integrates data from a structured questionnaire (n = 400), in-depth interviews with students, lecturers, and QA officers (n = 15), and an analysis of institutional policy documents. This triangulated approach enhances validity by capturing both quantitative trends and qualitative depth. The findings show that the sustainability of globalized education systems is significantly influenced by effective management of quality assurance. This study emphasizes globalization and acknowledges the growing interconnection of educational institutions, as well as the need for quality assurance. The study contributes a theoretically grounded model based on systems theory, offering strategic insights for context-aware QA frameworks in diverse global settings.*

**Keywords:** Sustainability, globalization, capacity and capability, self-evaluation, quality assurance

## Introduction

Quality assurance (QA) plays a crucial role in ensuring consistent excellence across diverse cultural and regulatory landscapes, which is vital for the sustainability of global educational systems. To maintain academic standards and encourage long-term growth in our increasingly interconnected world, effective quality assurance mechanisms, like self-evaluation, professional development, and institutional capacity, are key. When there are gaps in policy and practice, it can hinder cohesion and quality in international education, making this issue especially relevant. Research conducted at public universities in Nigeria shows that well-structured quality assurance processes significantly enhance educational sustainability, underscoring the importance of data-driven assessments and continuous improvement. The findings suggest that we need standardized QA frameworks that can adapt to regional needs while advancing the broader goals of global education, ensuring that quality is measurable and transferable across borders.

While numerous studies have explored quality assurance in education, Mogbeyiteren et al. (2019) specifically looked at its impact on school administration within Nigerian institutions. Their paper argued that to effectively oversee education in Nigerian schools and meet societal demands, we must address challenges like overcrowding, poor facilities, insufficient staffing, lack of supervision, and outdated research, all of which contribute to the country's declining educational standards. High-quality education is, therefore, the foundation of sustainable development. The descriptive analysis revealed that the quality of education for Nigerians has suffered due to inadequate quality assurance in schools; thus, the study relied solely on qualitative data from secondary sources. As a result, it recommended a healthy implementation of quality assurance practices. Nene (2021) explored the crucial role of quality assurance in achieving sustainable quality education within tertiary institutions. This research employed a survey design and leaned on the efficient service delivery theory to highlight just how vital quality assurance is for ensuring long-term, high-quality education. Given that quality assurance is key to attaining educational excellence, the data collected from the questionnaires were analyzed using simple percentages and mean scores derived from a four-point Likert scale. The findings revealed that Imo State University in Owerri, Nigeria, falls short in providing quality instruction, largely due to insufficient quality assurance measures. To meet the educational standards set by the Sustainable Development Goals, the study recommended establishing robust quality assurance processes along with effective monitoring and evaluation practices.

Additionally, Abdullahi (2020) looked into the management of the quality assurance process for achieving learning goals in Nigerian secondary schools. The study employed a quantitative research approach. The study's participants included 6,894 instructors and all 310 principals of public senior secondary schools in Kwara State, Nigeria. A sample size of a known population was used to select 175 principals and 364 teachers using a proportional sampling strategy among the three senatorial districts. Using statistical analysis, the t-test was used to examine the acquired data. The findings showed that reaching educational goals in Nigeria, quality control, teacher preparation, and adequate funding did not significantly differ from one another. However, there is little research, if any, on managing quality assurance for the sustainability of globalized education systems. Furthermore, no research uses self-evaluation and capacity, and capability as critical variables to measure quality assurance for effective sustainability of the globalized education system. Another significant gap is the use of system theory, which deviates significantly from the preceding research theories. The objective of this study is to close the gaps that earlier researchers left.

**The following research objectives can be formulated:**

- To examine the relationship between capacity and capability, and sustainability of globalized education systems
- To assess the impact of self-evaluation practice on sustainability of globalized education systems.
- To determine the impact of managing quality assurance on sustainability of globalized education systems

**Research Questions**

- How do capacity and capability affect the sustainability of globalized education systems?
- How does self-evaluation practice affect the sustainability of globalized education systems?
- Does managing quality assurance affect the sustainability of globalized education systems

**Research hypotheses**

The following hypotheses were created and put to the test:

**H1:** There is a significant positive relationship between capacity and capability, and sustainability of globalized education systems

**H2:** There is a significant positive relationship between self-evaluation practice and the sustainability of globalized education systems

**H3:** There is a significant positive relationship between managing quality assurance and the sustainability of globalized education systems

### **Review of Related Literature**

Quality assurance in Nigerian institutions plays a vital role in ensuring that both instruction and learning meet high standards. The significance of quality education has grown, especially as people recognize that education is a key player in boosting economic competitiveness in an increasingly knowledge-driven global economy (Asiyai, 2015). As noted by Ewuzie (2020), countries should aim to cultivate a workforce equipped with advanced skills and uphold a competitive edge in research and knowledge for the betterment of society. The concept of quality varies among stakeholders since it's a complex term. Okoro (2015) describes quality as the fulfillment of widely accepted principles or standards, which can be set by professional organizations, agencies, or legal frameworks. Essentially, it's what distinguishes a product, service, or phenomenon as superior to others and how closely it aligns with established standards.

The term quality assurance (QA) refers to the organized processes, methods, and activities that organizations use to ensure their products, services, or operations meet or even surpass set standards and requirements. The primary aim of quality assurance is to guarantee that the final products consistently align with the necessary quality standards by preventing defects, errors, or issues in the deliveries (Abdullahi, 2025). As noted by Usman and Madudili (2021), quality assurance involves ensuring that resource inputs are effectively managed, enhancing processes, and elevating output standards to meet objectives and uphold public accountability. Its foundation rests on three key principles: accountability, improvement, and control. Accountability generally means meeting stakeholder expectations, while control ensures that the organization not only manages resource spending but also shows how high quality can be achieved with the resources already available.

To meet these goals, improvement enables the organization to gather the necessary input, refine the process, and elevate output standards. In schools, quality assurance activities aim to assess whether students are reaching their full potential and whether the resources provided by the institution are having the maximum positive impact on learning. This system provides the evidence needed to assure everyone involved that quality-related tasks are being executed effectively (FME, 2014). According to Abdullahi (2020), educational administrators are continually faced with the challenge of setting management priorities and making decisions, such as selecting a management style that will ensure the smooth achievement of high-quality educational outcomes. A

systematic and consistent quality assurance system plays a crucial role in building an institution's positive reputation and credibility.

Quality assurance in educational institutions is all about effectively managing, tracking, assessing, and analyzing resources to ensure that high-quality outcomes are achieved and that they meet societal standards and expectations (Abdullahi, 2020). In simpler terms, it involves the processes that oversee and evaluate university operations to make sure they produce top-notch results while fulfilling established standards. Awodun and Boris (2020) also describe quality assurance in academic settings as the systematic observation, assessment, control, and documentation of educational practices and programs to ensure that accepted standards are not just met but maintained. Essentially, quality assurance provides schools with the guidance and support they need to enhance student learning outcomes. In this study, managing quality assurance refers to building capacity, enhancing capabilities, and engaging in self-evaluation.

Capacity-building is all about developing the knowledge, skills, commitment, structures, systems, and leadership needed for an organization to run effectively. It includes efforts to enhance institutions on three fronts: boosting the knowledge and skills of practitioners, expanding the support and infrastructure for promoting organizations, and fostering collaboration and partnerships. This process allows lecturers to deepen their subject-matter expertise, explore innovative teaching methods, uphold professional ethics, and gain valuable experiences while engaging thoughtfully with colleagues and experts on the theories, methods, practices, and challenges tied to curriculum implementation and resource management in educational settings (Wey-Ameawhule & Dikeogu, 2023). Typically, capacity-building programs are designed for instructors at specific training facilities, whether within or outside of an educational institution, depending on where the participants work, the type of training, and the schedule. The goal is to enhance lecturers' capacity to boost their pedagogical knowledge and skills, ensuring they adopt best practices and improve efficiency in their teaching methods, ultimately leading to better learning outcomes in schools. The capability strategy can be incredibly useful for analyzing education and schooling, as it provides a framework for assessing educational equality (we should always aim for equality of capabilities) and serves as a strong rationale for education (since it can expand an individual's range of capabilities).

Sustainability is all about fostering growth that meets our development goals while ensuring that the systems we rely on can keep providing the essential services and resources our economy and society need. For educational standards to truly make an impact, the education sector must

embrace this kind of growth. It's clear that well-equipped schools, which create a supportive learning atmosphere, can significantly boost sustainable development. Sustainable national development, as defined by Anene (2021), is about meeting today's needs without compromising the ability of future generations to meet theirs. This means that effective quality assurance in educational management plays a crucial role in promoting sustainable growth in a globalized education landscape. In this context, the sustainability of globalized education refers to how well sustainability is woven into the curriculum and the commitment and governance of educational institutions.

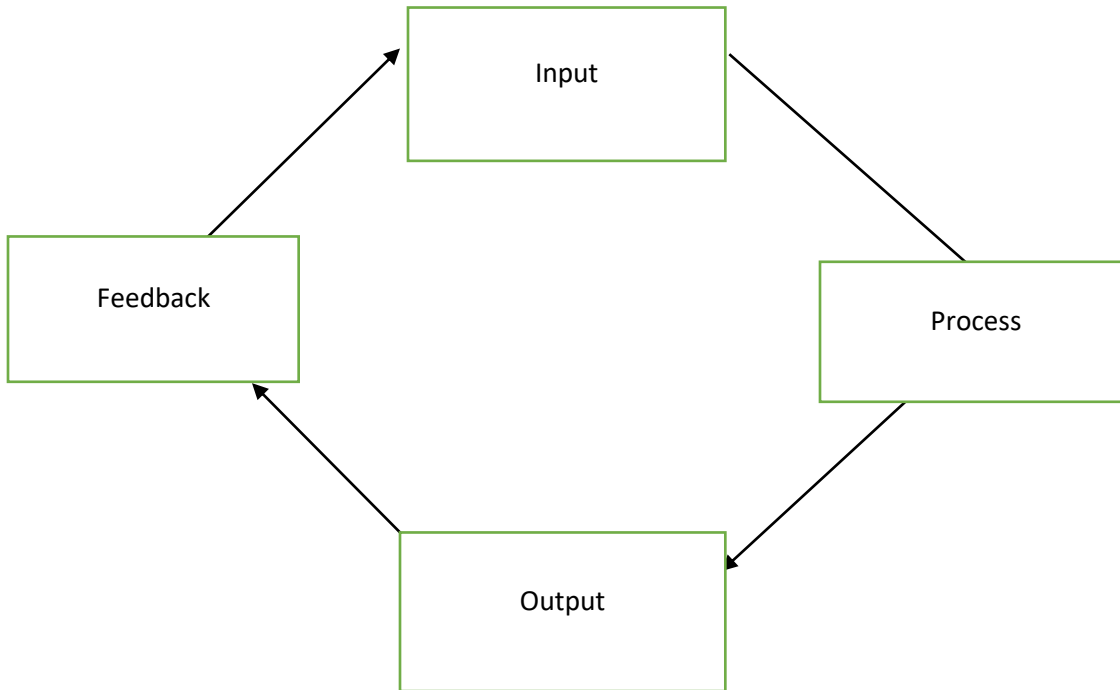
System theory emphasizes the interplay between inputs and processes that lead to desired outputs. The feedback system is essential for evaluating how well goals are being achieved and pinpointing areas that need improvement. Inputs include teachers, infrastructure, funding, equipment, and supervisors. The processes encompass the system, curriculum, and the interactions involved in teaching and learning. Outputs are reflected in students' achievements, skills, attitudes, and overall behavior. The feedback loop ensures that responses from these components are funneled back to the input stage for effective management. Quality assurance should be an ongoing effort focused on fostering positive attitudes, collaboration, and instilling a value system that recognizes students as the best judges of quality, deserving of the highest standard of service.

### **Theoretical Contribution**

This study is grounded in the theoretical framework of systems theory, as proposed by Von Bertalanffy in 1972. Essentially, systems theory examines how interdependent processes influence each other over time, contributing to the sustainability of a larger whole. When it comes to education, this theory highlights it as a complex, interconnected system where various elements, like students, teachers, resources, policies, and external factors, interact to achieve desired outcomes. Systems theory helps us grasp how these different components collaborate to uphold and enhance educational standards on a global scale.

In the realm of globalized education, managing quality assurance (QA) fits seamlessly with systems theory, emphasizing the need for context-sensitive strategies to maintain educational standards across diverse environments. In our interconnected world, educational institutions find themselves navigating a variety of cultural, regulatory, and institutional landscapes. Depending on their resources and expertise, institutions will require tailored QA approaches. For instance, a well-funded university in one country might adopt advanced, technology-driven QA systems, while a less-resourced institution in another

region may depend on simpler, more localized evaluation methods. Additionally, the success of self-evaluation practices hinges on factors like institutional culture, staff involvement, and local interpretations of educational quality, which can vary widely around the globe.



**Figure 1: System theory**

This study is rooted in systems theory, emphasizing that for an educational institution to thrive in a globalized teaching and learning environment, there must be a harmonious balance between resources (capacity) and human expertise (capability). If either side is lacking, it can undermine the quality assurance efforts of the entire system. Self-evaluation acts as a vital feedback tool, promoting continuous improvement by assessing performance, pinpointing gaps, and implementing data-driven adjustments.

## **Methodology**

### **Research Design**

This research employs a mixed-approach strategy, combining quantitative and qualitative methods to improve validity via methodological triangulation. While the quantitative component employs standardized surveys to examine statistical correlations between capacity and capability, self-evaluation, and sustainability, the qualitative component provides deeper insights into stakeholder viewpoints and contextual practices. This triangulation enhances

the findings' credibility by confirming data sources and methodologies (Creswell, 2015).

### **Population and Sampling Procedure**

The study includes three participant groups: Lecturers, students, and quality assurance personnel at public universities in Nigeria. From a stratified sample of 500, 400 valid responses were examined for the quantitative survey. To investigate viewpoints on QA procedures and sustainability, 15 in-depth interviews were conducted for the qualitative phase, including five lecturers, five QA officials, and five senior students.

### **Instrumentation**

A structured questionnaire was used to collect data from target participants through a Google Forms survey. The instrument measured three key variables: capacity and capability, self-evaluation, and the sustainability of globalized education systems. The questionnaire consisted of 25 items, with each variable treated as a subscale, capturing specific dimensions of each construct. Qualitative data were collected through semi-structured interviews, conducted via Zoom or in person. The questions explored institutional approaches to QA, barriers to implementation, and perceptions of sustainable education quality. Document analysis was also performed on QA policy manuals from three universities.

The capacity and capability subscale assessed resources, staff competence, infrastructure, and administrative support, with items like: "My institution has sufficient resources to maintain academic standards" and "Faculty and staff receive regular professional development opportunities." The self-evaluation subscale focused on internal monitoring practices, with questions such as: "My institution regularly conducts internal reviews to assess academic performance." The sustainability subscale addressed long-term planning and adaptability to global trends, including items like: "My institution's quality assurance practices are aligned with international standards."

All items used a five-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). To ensure content validity, items were adapted from existing validated instruments on quality assurance and higher education sustainability, with modifications for globalized education. The instrument was reviewed by two experts in educational management for relevance and clarity. A pilot test with 30 academic staff members yielded strong internal consistency, with Cronbach's alpha values of 0.87 for capacity and capability, 0.85 for self-evaluation, and 0.89 for sustainability, indicating high reliability.

### **Data Collection Technique**

This study took a comprehensive approach to data collection by blending both quantitative and qualitative methods, which helped to provide a well-rounded view of quality assurance (QA) practices. For the quantitative part, we used a structured 25-item questionnaire that was distributed online through Google Forms. We gathered responses from 400 academic staff and students at public universities in Nigeria. The survey aimed to understand perceptions regarding institutional capacity, capability, self-evaluation, and sustainability, and we analyzed the results using SmartPLS 3.0. To enhance the validity of our findings and address the limitations of relying on a single method, we also collected qualitative data through semi-structured interviews and document analysis. We conducted fifteen interviews with key stakeholders, including five lecturers, five QA officers, and five senior students. The questions revolved around essential QA themes like the alignment of policy and practice, as well as stakeholder engagement. We transcribed the interviews and analyzed them thematically. Additionally, we reviewed QA policy documents from three universities to assess how well institutional practices aligned with formal QA frameworks. This combination of methods, interviews, and document reviews allowed for a richer interpretation and verification of the data. It ensured that our findings were not only statistically sound but also contextually rich, adding credibility and depth to the study.

### **Data Analysis**

The study employed a mixed-methods approach to data analysis, which means it combined both quantitative measurements and qualitative insights. This blend provided a richer understanding of how quality assurance (QA) mechanisms operate in the realm of globalized education. For the quantitative side, the analysis utilized SmartPLS 3.0, a structural equation modeling (SEM) tool that's great for working with latent constructs and smaller sample sizes. The analysis unfolded in two main stages: first, the measurement model was evaluated to check the reliability and validity of the constructs, using benchmarks like Cronbach's alpha, composite reliability, and average variance extracted (AVE). Next, the structural model was scrutinized to explore the proposed relationships between capacity and capability, self-evaluation, and sustainability (Hair et al., 2020). On the qualitative front, data from semi-structured interviews were examined through thematic analysis, following Braun and Clarke's six-step model. The transcribed interviews were coded, and patterns were organized into significant themes such as capacity gaps, stakeholder engagement, and the disconnect between policy and practice. This

thematic framework not only helped interpret the statistical findings but also offered a deeper insight into institutional behaviors.

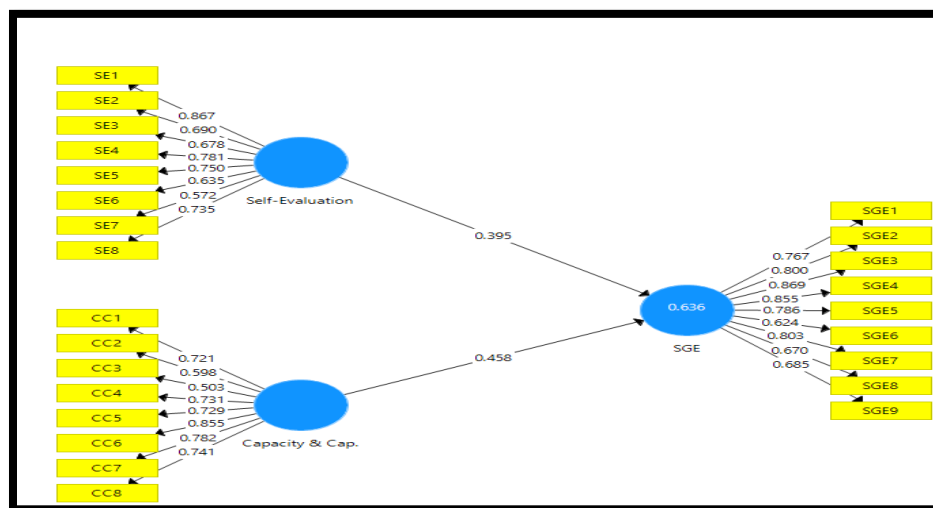
**Findings and Discussion**

**Measurement Model Assessment**

The validity and accuracy of a measurement model are important to assess properly. One key aspect is the composite reliability measure, which should ideally be above 0.7 to ensure the construct's reliability. Similarly, to confirm an item's reliability, we need a score greater than 0.70 along with the evaluation of the outer loadings measure (Hair et al., 2013). Additionally, the Average Variance Extracted (AVE) should exceed 0.5. The results were summarized in Table 1 and Figure 1. To determine construct reliability, we used Cronbach's Alpha and Composite Reliability (CR). Table 1 provides a clear view of the convergent validity and constructs reliability for each construct. For all constructs, the Cronbach alpha values and CR were above the recommended threshold of 0.700 across the entire sample. This supports the convergent validity, as the Average Variance Extracted (AVE) for the constructs was greater than 0.500 for the whole sample (Diamantopoulos et al., 2012).

**Table 1: Construct Reliability and Validity (p<0.01)**

	<b>Cronbach's Alpha</b>	<b>Composite Reliability</b>	<b>Average Variance Extracted</b>
CC	0.861	0.891	0.511
SGE	0.911	0.927	0.587
SE	0.864	0.894	0.516



**Figure 2: Measurement Model of the Constructs**

Additionally, the Fornell and Lacker criteria were used to assess the discriminate validity of the construct. the HTMT was also evaluated to evaluate in-depth discriminate validity. The values in the diagonals should lie under the associated values in this technique, and they should be higher than them. The diagonals show the AVEs' square root, which ought to be greater than the correlation between their variables. The diagonal values in Table 2 are greater than their corresponding values, which satisfies the Forner and Locker criterion and upholds discriminate validity (Flake et al, 2022).

**Table 2: Fornell and Lacker criterion**

	<b>CC</b>	<b>SE</b>	<b>SGE</b>
CC	0.715		
SE	0.748	0.719	
SGE	0.753	0.766	0.766

Note(s): AVE's square root is the diagonal, and the correlations between latent variables are represented by the off-diagonal values.

Moreover, the discriminate validity of the construct was evaluated utilizing the HTMT. Since the HTMT criteria compute the geometric mean of the average correlations between indicators measuring the same construct and the mean of all correlations between indicators measuring different constructs, they are regarded as reliable for determining discriminate validity (Flake et al., 2022). Table 3 displays the HTMT values. If this measure's values are less than 0.85, it indicates that the variables are not the same. Also, it can be concluded that this data has no issue of discriminate and convergent validity, showing that the data has been collected fine because HTMT is not greater than 0.85. HTMT is the latest criterion for testing discriminate validity, and it is based on internal correlation and external correlation.

**Table 3: HTMT Values of the construct**

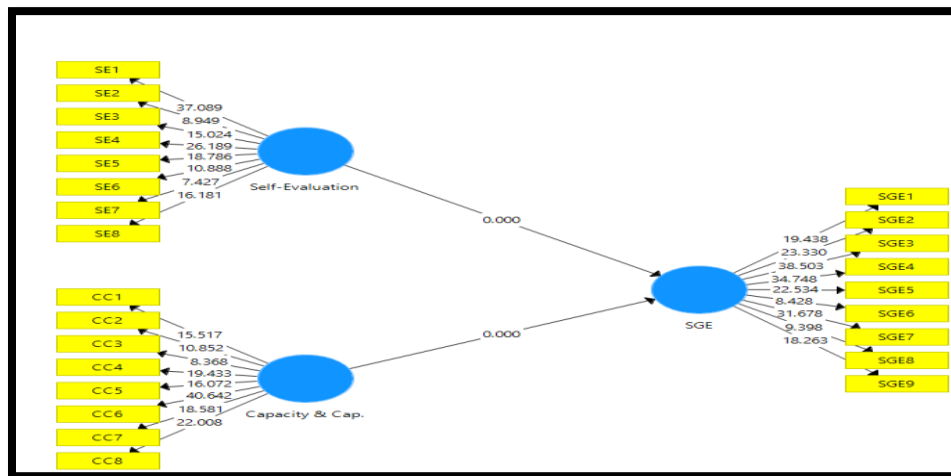
	<b>CC</b>	<b>SGE</b>	<b>SE</b>
CC			
SGE	0.798		
SE	0.856	0.803	

### **Assessment of the Structural Model**

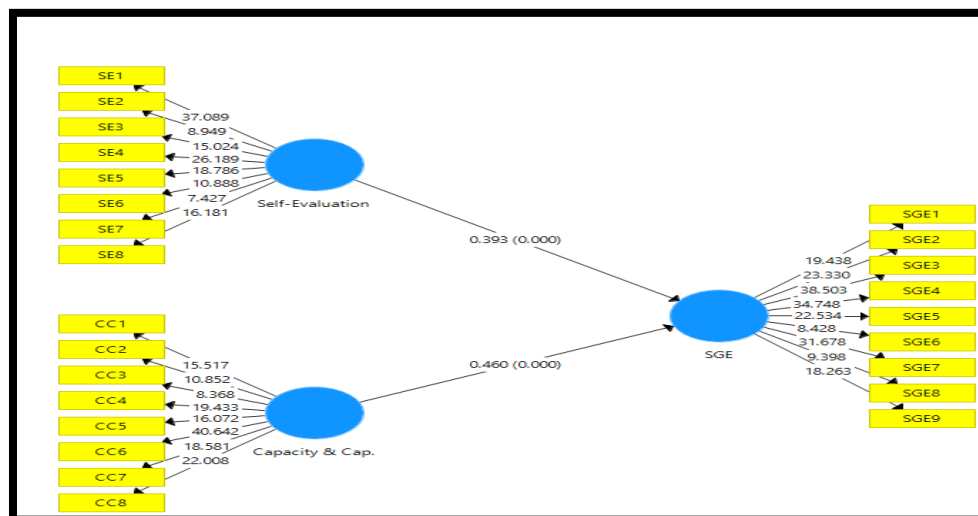
The Structural model is depicted visually. Figure 3 depicts the graph, and the arrows linking the study's constructs were decided by the direction of the hypotheses presented in the framework. The single-headed arrows are used to confirm the significance of the study concept. Figure 3 illustrates the factor loadings for each item.

**Hypothesis Analysis**

The results for the hypothesis have been given in Table 3, Figure 3, and Figure 4. It shows that self-evaluation has an effect of 0.393 on the Sustainability of globalized education systems with a p-value of 0.000, which is less than 0.05 and a T-value greater than 1.96, which means there is a relationship between ES and SGE. Also, A relationship between CC and SGE is evident as SE has an effect of 0.460 on SGE with a p-value of 0.000, which is less than 0.05, and a T-value larger than 1.96. According to the results, the hypothesis has been accepted, as the  $\beta$  has a value greater than the criterion values (0.10), which means that all the constructs have significant contributions and impact on the globalized education systems. In the same way, the t-statistics for the constructs have a greater value than the recommended one, i.e., (1.96), which indicates the logical dependence of the dependent variable on the independent variables. In summary, the results show that the assertiveness of the hypotheses was supported.



**Figure 3:** Structural Model of the Study



**Figure 4:** Structural Model of the Study

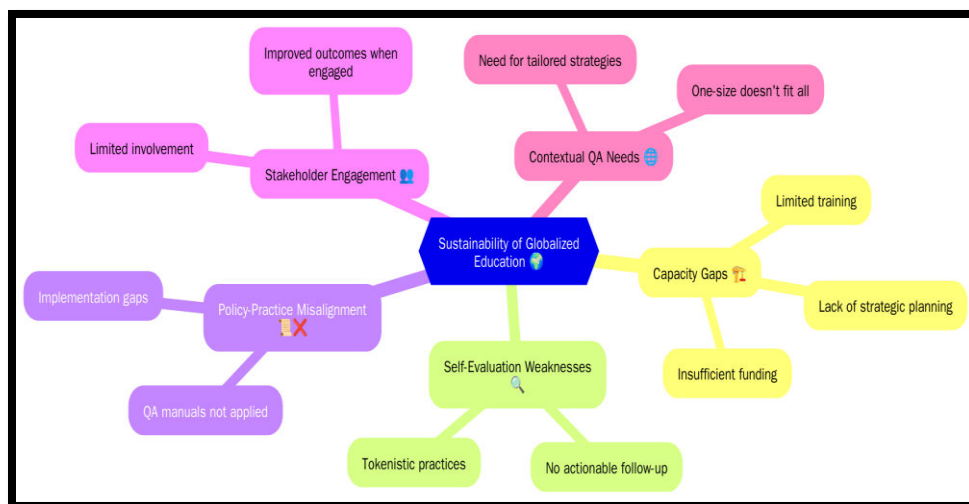
**Table 4: Summary of Path Coefficients**

Hypotheses	Original sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics	P Value	Decision
Capacity & Cap. -> SGE	0.460	0.467	0.092	4.991	0.000	Support
Self-Evaluation -> SGE	0.393	0.385	0.097	4.073	0.000	Support

The result from Table 5 above indicates that both hypotheses were supported. Specifically, the capacity and capability have a significant relationship with globalized education systems ( $T = 4.991$ ;  $p = .000$ ). Therefore, hypothesis (H1) was supported. In addition, the relationship between self-evaluation and the Sustainability of globalized education systems is significant ( $T = 4.073$ ;  $p = .000$ ). Hence, the hypothesis (H2) was supported.

### Qualitative finding

To better understand how quality assurance procedures impact institutional performance and sustainability in globalised educational systems, two visual models, a flowchart and a mind map, were created. The logical paths of impact and the structural themes are both depicted in the diagrams. Here is the presentation of the qualitative data. The analyzed data were collected through interview questions, which were analyzed with the use of thematic analysis in the following order in figures 5 and 6:



**Fig. 5:** A mind map diagram illustrating the interconnected themes that impact the "sustainability of globalized education systems."

The mind map paints a detailed picture of the complex web of themes that influence the sustainability of education systems in a globalized world. At the heart of the diagram is the main goal: Sustainability of Globalized Education, which highlights the importance of academic institutions being viable, adaptable, and relevant on a global scale. From this central concept, five key thematic areas emerge from the qualitative analysis conducted in the study:

Research Question 1: What are the primary challenges your institution encounters regarding staff training, funding, or strategic planning for quality assurance?

**Theme 1:** Capacity and Capability Gaps Undermine QA Systems

The first branch, Capacity Gaps, points to the institutional shortcomings that hinder the effective implementation of quality assurance (QA) systems. These challenges include insufficient funding to support quality initiatives, a lack of strategic planning, and limited training opportunities for staff. If these foundational issues aren't addressed, institutions will struggle to establish and maintain robust QA systems.

**Research Question 2:** How does your institution conduct self-evaluation processes, and do they result in any significant changes or improvements?

**Theme 2:** Self-Evaluation as a Missed Opportunity

The second theme, Self-Evaluation Weaknesses, reveals how internal review processes often fall short. In many institutions, self-evaluation is treated more like a formality than a genuine attempt to improve practices. The absence of meaningful follow-up, where evaluation results and feedback aren't integrated into decision-making, only deepens these superficial approaches.

Research Question 3: Based on your experience, how effectively are your institution's quality assurance (QA) policies put into practice in everyday academic or administrative activities?

**Theme 3:** The Gap between QA Policies and Actual Practice

The third theme, Policy-Practice Misalignment, points out a common issue where there's a noticeable gap between having QA policies in place and using them. While many institutions boast official manuals and strategic documents outlining QA procedures, these resources often get overlooked or underused in daily operations, leading to a disconnect between what the institution aims to achieve and what's really happening on the ground.

**Research Question 4:** How involved are faculty, students, and administrative staff in shaping or reviewing the quality assurance practices at your institution?

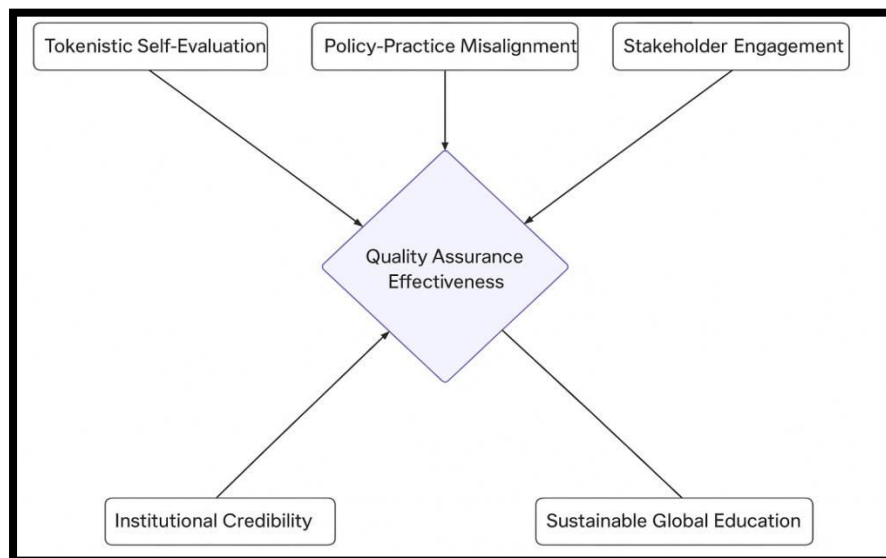
**Theme 4:** The Role of Stakeholder Engagement in QA Success

The fourth theme, stakeholder engagement, underscores the importance of involving all relevant parties in QA process, including faculty, administrative staff, and students. When stakeholders are left out, QA can become a top-down initiative that lacks real impact. In contrast, institutions that foster broad participation tends to see more vibrant and responsive quality assurance outcomes, demonstrating the value of inclusivity.

**Research Question 5:** Do you believe that the QA strategies at your institution truly reflect local realities and challenges, or do they seem imposed and disconnected?

**Theme 5:** The Need for Contextual QA

Finally, the mind map highlights Contextual QA Needs, recognizing that QA strategies must be tailored to fit the specific circumstances of each institution. When standardized models are applied across diverse educational settings, they often yield irrelevant or ineffective results. Institutions require customized QA approaches that consider their unique local strengths, challenges, and cultural contexts.



**Fig. 6:** Flowchart diagram illustrating the effectiveness of quality assurance

This flowchart visually represents the crucial link between quality assurance (QA) issues and the outcomes of educational institutions, particularly in the context of internationalized education. At the heart of the diagram lies Quality

Assurance, acting as the main mediator. Effectiveness is depicted as a diamond-shaped node right in the center. Ultimately, two key institutional outcomes are shaped by this central construct, influenced by five major components.

The study highlights that QA mechanisms play a significant role in ensuring the sustainability of education systems, reinforcing a core principle of system theory. This means that managing QA strategies should be customized to fit the unique environment of each institution. In the realm of globalized education, this management approach demands flexibility, cultural sensitivity, and a strategic alignment with both local needs and global standards. Such a strategy not only fosters long-term sustainability but also boosts the credibility and relevance of educational systems across various contexts.

The five thematic branches illustrate that achieving effective globalized education requires a thorough rethinking of how educational institutions plan, implement, evaluate, and adapt their quality assurance efforts, rather than just making a single change. The mind map underscores the importance of internal capabilities, stakeholder engagement, strategic alignment, evaluative integrity, and contextual awareness working together harmoniously.

This research examined the relationship between managing quality assurance (QA) and the sustainability of globalized education systems in Nigeria. The study provides empirical evidence that effective QA mechanisms are essential for sustainability in international education. Data from Nigerian public universities reveal a strong, statistically significant link between QA capacity, institutional capability, self-evaluation practices, and educational outcomes. It also highlights the importance of leadership, institutional commitment, and a quality-driven culture in enhancing QA efficacy. The findings align with previous studies (e.g., Abdullahi, 2018; Wey-Ameawhule & Dikeogu, 2023), emphasizing the need for further capacity building for lecturers to improve instructional planning, teaching, and evaluation.

Self-evaluation was found to be a particularly significant element, confirming its function in encouraging academic systems to be more responsive and to continuously develop. Regular practice evaluation increases the likelihood that an institution will find gaps, address stakeholder demands, and innovate successfully. This result supports previous research claiming that QA is a strategic enhancer of academic excellence, institutional resilience, and stakeholder confidence rather than only a legal need (Abdullahi, 2020; Ewuzie, 2020 & Anene, 2021). The uniformity of impact across the variables under study demonstrates the reliability of QA frameworks when used with institutional commitment and contextual sensitivity.

This study is innovative since it focuses on standardizing quality assurance procedures across increasingly interconnected educational environments. QA methods that are both flexible and standardized are essential as cross-border education grows. These systems must strike a balance between local realities and global aspirations to guarantee educational excellence without sacrificing cultural or legal autonomy.

### **Implications and Limitations of the Study**

The study emphasizes the need for governments and higher education institutions to enhance sustainable, globalized education through improved organizational capacity and self-evaluation. A key implication is the integration of sustainability components into the curriculum, focusing not only on theory but also on practical teaching methods. The government should consider professional development initiatives for lecturers that enhance their ability to teach sustainability. The study extends system theory, highlighting the importance of factors influencing self-evaluation and capacity for sustainability. Future research should explore how contextual factors impact the relationship between sustainability and education, using longitudinal studies to track these dynamics over time. Limitations of this research suggest that future studies should investigate these dynamics in greater detail, utilizing comparative and longitudinal approaches.

### **Conclusion**

This study investigated how the sustainability of globalised educational systems is affected by the quality assurance mechanisms of capacity and capability, and self-evaluation. The study provides a thorough understanding of how internal procedures, feedback mechanisms, and institutional inputs affect long-term educational outcomes by using a triangulated, mixed-methods approach. Combining quantitative data, qualitative insights, and document analysis makes the conclusions more credible and emphasizes how difficult it is to manage quality assurance in a variety of educational settings. The results demonstrate that context-sensitive application, institutional adaptability, and human capacity development are more important factors in sustainability than just using well-documented QA frameworks. The study reaffirms that systems theory is a useful framework for comprehending the interactions and interdependencies between different educational components. Furthermore, it highlights the need to invest in people, especially academic staff, as key drivers of sustainable excellence. The study advances our knowledge of QA as a dynamic, changing system that can improve stakeholder confidence,

educational credibility, and global competitiveness rather than merely as a compliance mechanism

### **Recommendations**

A standardized, strategic approach to quality assurance (QA) is essential for sustaining international education amid global academic integration. Institutions should first enhance QA systems by investing in modern infrastructure, data tools, and skilled personnel. Continuous professional development must be prioritized to align staff with evolving national and international QA standards. Collaboration with global institutions can foster shared best practices, benchmarking, and joint evaluations. Regular, data-driven self-assessments should be embedded into institutional culture, encouraging departments and faculty to reflect on and improve their practices. Digital tools can facilitate dynamic feedback from staff and students, supporting continuous improvement. Strong governance and coherent QA policies are also critical. Governments and regulatory bodies must craft supportive frameworks that allow institutions both guidance and autonomy. QA should be fully integrated into institutional strategic planning and should not be treated as an add-on, so it becomes a driver of growth, innovation, and long-term sustainability.

### **Conflict Of Interest**

The authors state that there is no conflict of interest to report.

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