The Benefits of Sectoral Accreditation and Reflections for Educational Organizations

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Abstract
Accreditation is an instrument of academic quality, transparency, efficiency and accountability at every step of educational systems. However, usually very few benefits of accreditation are listed when talking about educational context. The purpose of this study is to emphasize the benefits that accreditation processes in such sectors as health, management and business provide and adapt them to the context of educational organizations since these sectors have a longer historical background in quality assurance concerns and are more experienced than education. A sampling frame was established and the benefits of accreditation processes stressed in some articles, a guide book and a book from management, business and health sectors were investigated. Inductive document analysis was used and several themes and sub themes have emerged. Findings showed benefits for service recipients (clients/costumers), benefits for personnel, organizational benefits, inter-organizational benefits, benefits for the field/discipline, national and international benefits. They show that great effort should be put by all higher education institutions towards establishing notably reliable, acceptable and quality educational practices and outcomes by attaining accreditation.

Quality has always been a primary concern and one of the most important factors for any individual and any kind of organization's success and survival. Therefore, firms, companies, institutions and educational organizations provide high quality service for their service recipients and satisfy their needs for long-term sustainability. It is such a common word that there are several collocations used with "quality"; for example top quality, maintain quality, quality measurement, build quality, and of course quality assurance and quality standards. Regardless of organizational size; every institution seeks to improve its quality standards. In order to assess concerns and to figure out to what extent high quality standards are achieved, "Accreditation" is one of the precious tools to be utilized as it facilitates quality education and improves services and transparency (Kumar et al., 2020).

Accreditation is outlined as formal and independent verification that a program or institution meets established quality standards with the capacity to carry out specific conformity assessment tasks (IAS, 2019). Turkish Accreditation Agency (2019) defines accreditation as a quality infrastructure tool supporting the credibility and value of the work implemented by conformity assessment bodies and thus of the corresponding attestations issued by them. Widespread demand for extensively reliable, quality and safe products and services makes accreditation a necessity since it is accepted as one of the best ways to prove highest level of service and good value. Accreditation is especially fundamental if one is doing work that directly has an important impact on public safety and service due to rising pressures to improve the value of services and strengthen the viability (Mays, 2004). As Buetow and Wellingham (2003) state, by means of accreditation, the quality of the services and organizational quality are improved. What is more, Giraud (2001) claims that accreditation leads to greater transparency and accountability to ensure public confidence in health care systems. As a result, organizations that are responsible for public safety and welfare such as building units, certification agencies, hospitals, laboratories, universities, and police and fire departments and higher

education institutions seek accreditation to demonstrate their competence and reliability.

Higher education plays a vital role in supporting social cohesion, financial growth and international competitiveness. Concerns relating the quality of higher education is not new and they have been intensified in the last two decades because of several factors such as: the increasing trend of internationalization and globalization, the increasing number of courses and student enrolments, growing number of institutions, the expansion of distance and e-learning education, the emergence of a multicultural workplace environment (Patil & Codner, 2007). Thus, governments around the world have raised new questions concerning the quality and relevance of their systems of higher education. This new questioning, and a general shift towards more formal systems of quality assurance, can be seen as a response to the increased size, complexity and diversity of the higher education sector (UNESCO, 2001). Quality assurance should ensure a learning environment in which the content of programmes, learning opportunities and facilities are fit for the main purpose. Without adherence to the quality assurance systems, it is impossible for any institution to know how well it is performing (Beckford, 2002). However, as Aebischer (2018) states, quality is not just a question of defining processes and should not be reduced to a "tick the box" approach. It has to be defined in accordance with the university's ambition, vision and culture.

At the core of every quality assurance activity are the twin purposes of accountability and enhancement. Taken together, they create trust in the higher education institution's performance. A successfully carried out quality assurance system will provide information to assure the higher education institution and the public of the quality of the higher education institution's activities (accountability) as well as provide advice and recommendations on how it might improve what it is doing (enhancement). Quality assurance and quality enhancement are thus closely related. They can support the development of a quality culture that is accepted by a wide variety of stakeholders, including: students, academic staff, institutional leadership, and management.

In Europe, the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) were accepted by the Ministers who are responsible for higher education in 2005 following a proposal proposed by the European Association for

Quality Assurance in Higher Education (ENQA) in cooperation with the European Students' Union (ESU), the European Association of Institutions in Higher Education (EURASHE) and the European University Association (EUA). Since 2005, substantial progress has been made in quality assurance and in other Bologna action lines such as qualifications frameworks, recognition and the promotion of the use of learning outcomes, all contributing to a paradigm shift towards student-centered learning and teaching (ESG, 2015). A key goal of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) is to contribute to the common understanding of quality assurance for learning and teaching across borders and among all stakeholders. They have played and will keep playing a significant role in the development of national and institutional quality assurance systems across the European Higher Education Area (EHEA) and cross-border cooperation. Engagement with processes of quality assurance, specifically the external ones, allow higher education institutions to demonstrate quality and gives transparency, thus helping to build mutual trust and better recognition of their qualifications and programmes.

As a robust quality assurance tool, the process of accreditation has evolved in time and universities, colleges have continued to accept it as a legitimate mechanism and tool for providing such assurances to the public about the quality of higher education. Higher education accreditation refers to the processes of evaluation and external quality assurance in which the accreditation agency assesses whether the higher education institution fulfills a set of predetermined academic or disciplinary standards in a specific field (YÖKAK, 2019). It is voluntary and promotes institutional self-evaluation, self-regulation and accountability. The role of the accrediting body is to ensure the attainment and maintenance of quality through the application of educational standards.

The purpose of this study is to determine the benefits of accreditation by searching management, business and health sectors and to figure out the contributions these benefits will make and imply for the education sector. Another aim of this study is to develop a scale in future based on the possible benefits that will be specified. The following research question has been developed to achieve these goals:

"What are the benefits of accreditation for educational organizations from the perspective of health, business and management sectors?"

In this case study, qualitative research design and document analysis were used to answer the research question above. Bowen (2009) defines document analysis as a systematic procedure for reviewing or evaluating documents-both printed and electronic (computer-based and Internet-transmitted) material- and states that documents as a part of studies take a variety of forms. There has been great interest in the use of document analysis recently and it has several advantages. Firstly, it is less time consuming and less costly when compared to many other types. Also, documents provide broad coverage; they cover a long span of time, many events, and many settings (Yin, 1994).

Maximum variety sampling technique is used in the study. The main aim of maximum variety sampling is to reflect the variety of the participants that can be partial to the problem through forming a relatively small sample (Yıldırım & Şimşek, 2000). In the study, document analysis is used to examine the following sources: a guide book prepared for chambers of commerce and commodity exchanges by a union in Turkey, a book on accreditation standards in hospitals and several articles on the accreditation of health and management sectors.

"Qualitative content analysis process" in this study consists of searching in detail for the benefits of accreditation in each of those documents mentioned above and identifying main and subthemes. The related benefits are first categorized into subthemes and these subthemes are brought together to reach larger themes which we call "main themes" in this study. Then, the list of themes and subthemes are reviewed for completeness and accuracy. The researchers involved in the project had the opportunity to perform a check of the themes, subthemes and categorization.

Findings

Benefits of accreditation derived from the health, management and business sectors for educational organizations emerged in seven main themes including "benefits for service recipients (clients/customers), benefits for personnel, organizational benefits, inter-organizational benefits, benefits for the field/discipline, national and international benefits". These themes are displayed in Figure 1

below (the circles below are empty. There are no themes. In each circle there should be the themes):
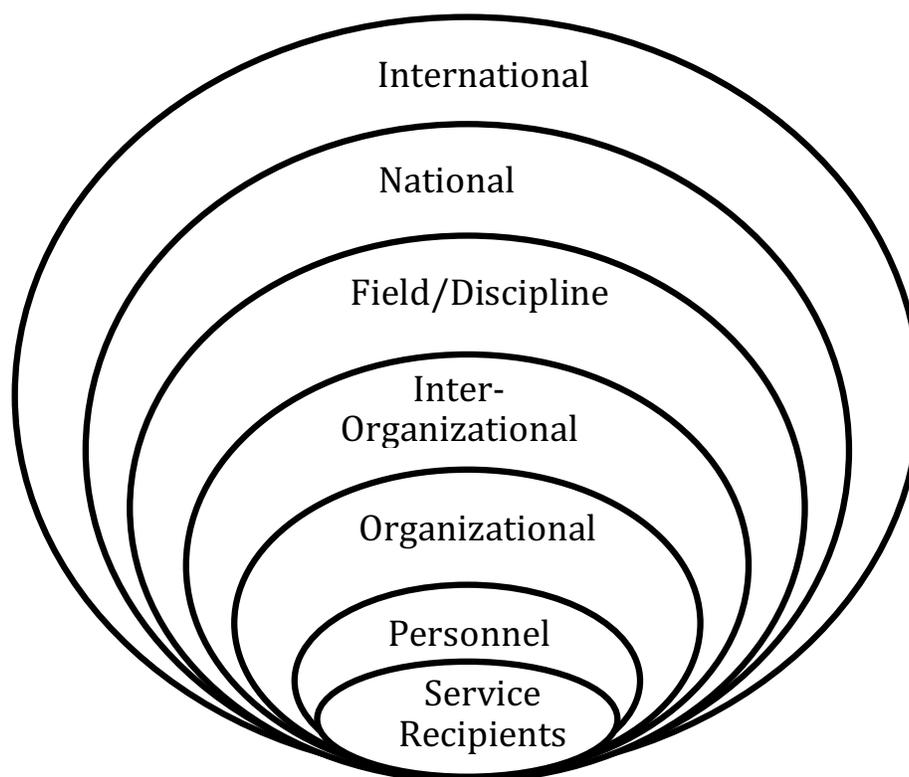
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        International
      National
    Field/Discipline
      Inter-
    Organizational
      Organizational
        Personnel
        Service
        Recipients
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Figure 1. *Main Themes*

Table 1: *Benefits of accreditation for educational organizations*

Service Recipients	Personnel	Organizational	Inter-Organizational	Field/Discipline	National	International
Providing Quality Service	Work Safety	Cooperation Accountability	Preparing for the accreditation process by meeting with other institutions.	Cooperation	Organizational Learning	Enables being part of the international network for financial
Accountability	Economic Contribution	Process management Organizational policy development		Ethical Dimension	Organizational Image	
Offering Options	Attitude towards work	Organizational development		Development of the Field	Organizational Trust	
				Quality		

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Reliability of the Service	Continuous Professional Development	Organizational memory Organizational image Communication Productivity Quality Organizational trust Organizational vision Efficiency Economic contributions Audit Organizational success	Good relations are developed with other organizations.		opportunities, informatics, networking and personal development

Benefits for Service Recipients

     Looking at some of the articles and two books explained above, it is seen that the customers and clients, in other words service recipients, are the ones who benefit a lot from accreditation processes and that they are one of those who are at the core of accreditation. Accreditation provides these service recipients with high quality service (Akyurt, 2008; APA & AAIM, 2012; Dicks & Taylor, 2005; Desai, 2016), accountability (Akyurt, 2008; Desai, 2016; APA & AAIM, 2012), different kinds of options (Akyurt, 2008; APA & AAIM, 2012) and reliability (Desai, 2016; APA & AAIM, 2012) as shown in Table 2 below.

Table 2
Benefits for Service Recipients

Providing h High Quality Service	Accountability	Offering Options	Reliability of the Service
Use of new and advanced practices Meeting the expectations	Clear address for complaints, suggestions and wishes	Information about organizations with high quality service	High quality, reliable and consistent service

Learning is strengthened Customer satisfaction is improved Assurance of standards Attracting partners and lowering uncertainty	Respect and protection of rights Direct information about activities Providing disciplinary process	Helping identify quality service providers	Representing the views of objective external parties Conforming to quality standards Confidence in service providers

The first benefit for service recipients is the chance to get quality service. Akyurt (2008) states that this can be achieved by the use of new and advanced practices. He also claims that accreditation meets the expectations of clients and customers. Also, learning can be strengthened considerably (Dicks & Taylor, 2005) and accreditation improves customer satisfaction and gives assurance that accredited institutions have complied with a common set of requirements and standards (APA & AAIM, 2012). It attracts potential exchange partners and lowers the uncertainty of transacting with the organization (Desai, 2016). The second benefit of accreditation for service recipients is accountability. According to Akyurt (2008), the address to which complaints, suggestions and wishes can be conveyed is clear. This system works effectively and is checked and recorded by the competent authorities. Also, service recipients are respected and their rights are protected. Moreover, it provides direct information about an organization's activities (Desai, 2016) and provides a disciplinary process to follow in case of complaints (APA & AAIM, 2012). Another benefit is the fact that accreditation offers students options. It helps to know which organization provides high quality service (Akyurt, 2008) and also helps in identifying quality service providers (APA & AAIM, 2012). The last benefit is the reliability of the service. Desai (2016) proposes that accreditation convinces the service recipients that the products and services are of high quality, reliable and consistent. Also, it is an appealing signal that it represents the views of potentially objective external parties rather than those of organization's own members. It also states that an organization conforms to certain quality standards or follows specific socially acceptable practices or guidelines. This therefore increases confidence

in service providers, helps to develop a quality enhancement plan focused on an issue that will make a significant impact on the quality of student learning.

Benefits for Personnel

In addition to service recipients, the ones working for an educational organization, that is personnel, benefit from the accreditation. By means of accreditation; their work safety is under control (APA & AAIM, 2012) and they are economically safe (Akyurt, 2008). Besides, accreditation affects their attitude towards work positively (Akyurt, 2008, APA & AAIM, 2012, YÖK, 1999) and helps and ensures their continuous professional development (Akyurt, 2008, APA & AAIM, 2012). These benefits are discussed below.

The first benefit is increasing safety (APA & AAIM, 2012). Unfortunately, every day people get injured or die due to occupational accidents. With the help of accreditation and the measures taken, personnel work safely and are aware of potential risks at their institutions. As a result, they become more knowledgeable about emergency situations that may occur in their universities and about the related procedures. Another benefit is financial. Sometimes teachers experience payment delays in their institutions. This situation affects their performance and belongingness negatively. As auditions are stricter with accreditation, insurance payments are made easier and regular (Akyurt, 2008) which prevents any kind of disappointments. Accreditation also has tremendous effects on attitude towards work. Employees' sense of responsibility increases and their attitude towards the organization changes (Akyurt, 2008). It increases morale (YÖK, 1999). Therefore, people work more efficiently. Furthermore, it affects the competence level of employees in a positive way and strengthens involvement of all constituents in enhancing institutional quality and effectiveness (APA & AAIM, 2012). What is more, accreditation processes require continuous development of personnel in every kind of organization. This is also true for educational ones. Therefore, their performance increases with continuous education (Akyurt, 2008). It supports the continuous professional development of employees and provides the opportunity for career advancement and/or increased earnings.

Organizational Benefits

Especially, accreditation has a lot of benefits for organizations. These relate to cooperation (Akyurt, 2008), accountability (APA & AAIM, 2012; Travers, 2002), process management (APA & AAIM, 2012; Desai, 2016), organizational policy development (Akyurt, 2008; APA & AAIM, 2012), organizational development (Travers, 2002), organizational memory and image (Akyurt, 2008; APA & AAIM, 2012; Travers, 2002; Yawn, 2004), communication (Akyurt, 2008; Davis, 2002), productivity (Akyurt, 2008; APA & AAIM, 2012; Yawn, 2004), quality (Akyurt, 2008; Dicks & Taylor, 2005; Desai, 2016; Travers, 2002; YÖK; 1999), organizational trust (Akyurt, 2008; APA & AAIM, 2012; Desai, 2016; Yawn, 2004), vision (Desai, 2016), efficiency (Desai, 2016), economic contributions (Davis, 2002; Desai, 2016) , audit and organizational success (APA & AAIM, 2012; Davis, 2002; Mills, 2005) which are detailed below.

The first benefit for educational organizations is cooperation. Akyurt (2008) claims that accreditation provides full team work and team consistency. Further cooperation is provided between administrators, specialist units, professional groups and support services during accreditation visits and meetings. They come together and learn from each other, which also results in strong organizational culture within the university. It also helps educational organizations demonstrate its accountability to all constituents (APA & AAIM, 2012) and shows that they have complied with nationally recognized standards of best practices and quality (Travers, 2002). Process management is about improving organizational performance and providing other advantages (Desai, 2016). At this point, accreditation is also useful in making employment decisions (APA & AAIM, 2012). Accreditation also provides institutions with the opportunity to examine its mission statement, goals, programs, services to determine the extent to which they reflect its mission. This way, it helps to evaluate the effectiveness of the programs, operations and services (APA & AAIM, 2012). In short, this is a kind of revision of all policies (Akyurt, 2008). Organizational operations in an organization play significant roles which contribute to success. These operations are everyday activities carried out especially by administrative staff. Accreditation improves such organizational operations (Travers, 2002). As a result coordination and communication among staff become easier and more efficient. Organizational memory refers to

the collective ability to accumulate, store, and retrieve knowledge and data. Accreditation enhances and increases organizational memory by strict documentation (APA & AAIM, 2012). Files, documents and all other important materials are kept with care and can all be found easily when necessary. In addition, especially today, organizational image is very important for organizations. It provides recognition to organizations, serves as a differentiator in a competitive job market, demonstrates a high level of commitment to the field of practice and a level of knowledge and skill, proves compliance with industry regulation and government requirements (APA & AAIM, 2012), increases marketability (Yawn, 2004), provides competitive advantage in obtaining and maintaining market share (Travers, 2002) and also improves the image of the organization and attracts qualified staff to the organization. (Akyurt, 2008). Moreover, with accreditation, public relations develop (Akyurt, 2008) and it clarifies the language in the organization (Davis, 2002). Therefore people can easily communicate and have less difficulty conveying meaning. Accreditation also leads to high efficiency and low costs (Akyurt, 2008). It increases institutional effectiveness and enhances professional accomplishment (APA & AAIM, 2012). Yawn (2004) states that preparing for accreditation can result in effective, system-wide change for organizations. Akyurt (2008) claims that a continuous quality agenda ensures compliance within the organization and improves service quality. This way, the organization achieves the standards. Improving quality means that the organization has certain practices and directives that have certain quality standards and are accepted by the society (YÖK, 1999). It also reflects perfection (Desai, 2016) and it is an expression of an institution's commitment to quality towards the market. (Travers, 2002). Apart from these benefits, it provides quality improvement, aims for the continuity of quality improvement with a systematic approach (Travers, 2002; YÖK, 1999) and hence helps to maintain the standards. (APA & AAIM, 2012). Accreditation reflects the credibility, legitimacy, reliability and trustworthiness of the organization's products and services (APA & AAIM, 2012; Desai, 2016; Yawn, 2004). Furthermore, quality of documents increases (Akyurt, 2008) and organizational legitimacy and performance are boosted (Desai, 2016). It provides extrinsic criteria of fitness and reduces the ambiguity caused by the lack of standards and the absence of complete knowledge and the opportunity to strive for a higher level of

performance (APA & AAIM, 2012; Desai, 2016). Vision is defined as an aspirational description of what an organization would like to achieve or accomplish in the mid-term or long-term future. Accreditation facilitates such new ventures and market entry of organizations (Desai, 2016). It protects organizations against competitive threats by uncertified rivals (Desai, 2016). Also, it enables them to score favorably in relation to their rivals and induces the organization to devote resources to visible criteria of performance (Desai, 2016). Besides, accreditation stratifies organizations and generates status orderings of organizations that determine their access to resources. It reduces the technical repair and maintenance costs of the organization and helps to save labor (Davis, 2002). What is more, it leads to increases in executive compensation (Desai, 2016). Accreditation gives organizations the opportunity to self-regulate. (APA & AAIM, 2012). It allows risk assessment. Thus, it enables organizations to evaluate their practices in a structured and reasonable format. (Mills, 2005). And more importantly, it ensures that the maintenance and controls of the equipment are carried out at regular intervals (Davis, 2002) which helps organizations save money, time and energy. Accreditation is finally a mark of achievement (APA & AAIM, 2012). It shows others that an accredited organization is a successful one that has accomplished several standards.

Inter-Organizational Benefits

Preparing for accreditation is a long and demanding process. During such preparations, meetings with other institutions that are also experiencing similar procedures is a great advantage for organizations (Akyurt, 2008). This way, good relationships are developed with other organizations.

Benefits for the Discipline/Field

Accreditation also improves the discipline and the field of study by improving cooperation, ethical issues and quality. It improves the cooperation of organizations in the same field (APA & AAIM, 2012). They start working together and share experiences throughout the process thus improving the collaboration and teamwork. Professional ethics are principles which shape the attitudes and behaviors of people in a business setting. That is to say, it tells the rules about how people have to behave in an organization. Accreditation provides a means to establish and enforce such an

ethical code in the field (APA & AAIM, 2012). It advances the field and improves higher education (APA & AAIM, 2012). It confirms that higher education meets a necessary set of standards and seeks continuous organizational and professional development. It helps to describe quality and provides standardization of practices (APA & AAIM, 2012). Quality in terms of education is the one which helps all learners get the necessary skills they will need both in academic and everyday life. As a result they will have more chances in life such as better jobs.

National Benefits

There are also national benefits of accreditation. These are organizational learning (Dicks & Taylor, 2005), organizational image and trust (Akyurt, 2008). People receiving goods and services can easily trust the accredited organizations and feel safer. As stated before, accreditation is the sign of perfection and credibility. Organizational learning is defined as a process in which all members in an organization put great effort to create and transfer knowledge. In organizations such as firms, educational institutions, hospitals etc. there is a great deal of interaction and communication. People are eager to learn new things and share them with others. Accreditation strengthens such community learning (Dicks & Taylor, 2005) in educational organizations by involving professors and other staff thoroughly in institutional planning and evaluation (Hegji, 2020). Organizational image represents impressions people have of an organization. In other words, it is the perceptions of how people perceive it. It is not easy to build up good impressions as it takes quite a long time to achieve such an identity in the mind of target groups. Depending on such an image, customers make selections when they have needs to meet and the public develops goodwill or unwillingness towards the organization, considered as a social entity (Schuler, 2004). Also, public trust is raised with accreditation (Akyurt, 2008) and therefore people have faith in their university's activities and operations. Building and maintaining trust in educational organizations is really important. Because it helps higher education institutions become more remarkable and popular in the market. Also, it makes them more reliable and trustworthy. Accreditation fosters this confidence in educational enterprise.

International Benefits

Accreditation also has international benefits. It enables being part of the international network for financial opportunities, informatics, networking and personal development (TOBB, 2016). In other words, accreditation is an internationally recognised system which is used to develop and sustain new entrepreneurs and ventures all over the world. It helps educational organizations join international networks and boost expansion on foreign settings.

Discussion, Conclusion and Recommendations

Accreditation, as one of the main means of assuring quality and trustworthiness in various sectors, has also become a widely accepted tool among higher education institutions. Accreditation is a review process to determine if educational programs meet defined standards of quality. Once achieved, accreditation is not permanent-it is renewed periodically to ensure that the quality of the educational program is maintained (ABET, 2020). Accreditation is a term covering both the initial and ongoing approval of a postsecondary institution, or program offering as meeting the standards established by a nationally recognized accrediting association for membership in the association.

Accrediting associations are voluntary membership organizations that undertake to monitor the academic and administrative quality of their members, which are either entire institutions or components (CODA, 2020). It is a kind of proof system that an educational institution does its best to maintain standards and equip graduates with best practices. It also helps to ensure that education provided is acceptable in terms of quality.

This study aimed to determine the benefits of accreditation by searching health, management and business sectors and to find out the contributions these benefits will make to the education sector. In other words, this study examined the benefits of accreditation from the perspective of institutions accredited in different disciplines and their written texts based on their experience. Of course there already exist several benefits specified just for educational organizations in literature and on the web. To illustrate, CEPH (2020) outlines some of them as follows;

- For prospective students and their parents, accreditation serves a consumer protection purpose.

- It provides assurance that the institution or program has been evaluated and has met accepted standards established by and with the profession.
- For graduates, it promotes professional mobility and enhances employment opportunities in positions that base eligibility upon graduation from an accredited institution or program.
- For the university, it provides a reliable basis for inter- and intra-institutional cooperative practices, including admissions and transfer of credit. For the faculty and administrators, it promotes ongoing self-evaluation and continuous improvement and provides an effective system for accountability.
- For the institution or program, accreditation enhances its national reputation and represents peer recognition.

In addition, higher education accreditation is said to enable compliance with international academic standards, increase trust, drive self-reflection and change, provide a chance to demonstrate excellence and support quality enhancement (ZEVA, 2017). As can be seen, just within the scope of educational accreditation, the benefits gathered together are limited both in number and theme. However, the benefits of accreditation gathered from different sectors for educational organizations are much more and they fall into seven main themes and their sub themes which are shown in Table 1 above. The main themes are categorized as "benefits for service recipients (clients/costumers), benefits for personnel, organizational benefits, inter-organizational benefits, benefits for the field/discipline, national and international benefits." Therefore, there is no citation)

As seen clearly from the table, organizations benefit most from accreditation. Organizations are followed by service recipients, personnel, field/discipline, national and international ones in terms of the amount of benefits they get from accreditation processes. This sequence seems to be quite normal and predictable since services of any kind are provided and delivered by organizations. Therefore, they are the ones which necessarily make the most of accreditation because worldwide demand for reliable, safe products and services makes accreditation a necessity for them (IAS, 2020). And accordingly, accreditation provides a template for making comprehensive organizational changes that improve the overall performance of the organization (CAAS, 2020). The benefits for organizations are categorized as cooperation, accountability, process management,

organizational policy development, organizational development, organizational memory and image, communication, productivity, quality, organizational trust, vision, efficiency, economic contributions, audit and organizational success. Accreditation gives educational organizations, universities the opportunity to improve documentation and communication, become more efficient and productive, reorganize its policies and improve their image as accreditation is established on continuous improvement principles (Romanowski, 2021).

Accreditation provides service recipients with high quality service, accountability, different kinds of choices and reliable service. Therefore; students, as service recipients of educational institutions, have the chance to get reliable and high quality education and they can easily make reasonable choices for their educational lives. In addition to service recipients, people who work for an educational organization also benefit from the accreditation. They work safely, their attitudes become more positive and a significant amount of time and effort is invested in their continuous professional development. As a result, teachers become much more knowledgeable about current trends in teaching and learn about best practices in the field. As for inter-institutional benefits of accreditation, preparing for the accreditation process by visiting other institutions is a great advantage for educational organizations and especially universities. Consequently, good relationships are developed with other institutions during such visits to each other and with their close cooperation. Accreditation also improves the field by improving cooperation, ethical issues and quality. There are also national benefits of accreditation. These are organizational learning, organizational image and trust. People feel safer and happier to see that the universities they are choosing are trustworthy and reliable. And finally accreditation also has some international benefits. It helps any kind of educational organization to be a part of an international network for financial opportunities, informatics, networking and personal development. Therefore, universities become a part of global trends and get world-wide recognition.

Finally, it was found that "quality, accountability, cooperation, image, development and trust" are more commonly used and can be found under more than one category. This detail clearly portrays the fact that accreditation is a great tool especially to make sure that educational organizations are of high quality, developed and

trustworthy where cooperation, image and accountability are of great importance. Therefore, great effort should be put by all higher education institutions towards establishing notably reliable, acceptable and quality educational practices and outcomes by attaining accreditation. Further studies on the very topic of this study may focus on developing a scale in order to measure the extent to which newly accredited educational organizations have achieved the benefits listed above. Also, new studies are needed to reveal whether such benefits will increase the awareness of academicians about institutional/programmatic accreditations and break their resistance. Besides, as the scope of the study is limited to the data obtained from business, management and health disciplines, new studies can search for the benefits from some other sectors.

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