

Factors Influencing Quality Assurance of Business Education Programme in Public Education Colleges of Ogun State, Nigeria

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To cite this article (APA): Segun, S. S., Afolabi, O. A., & Saifi, I. L. (2020). Factors Influencing Quality Assurance Of Business Education Programme In Public Education Colleges Of Ogun State, Nigeria. *International Business Education Journal*, 13, 109-118. <https://doi.org/10.37134/ibej.vol13.sp.10.2020>

To link to this article: <https://doi.org/10.37134/ibej.vol13.sp.10.2020>

Abstract

This study aims to assess the factors influencing quality assurance of Business Education programme in Nigerian public Education Colleges of Ogun State. Thus, the study was guided by three research questions and three null hypotheses. Consisting of 245 Business Education students' sampling, the study adopts descriptive survey design. Adapted from Babayemi (2019), Azasu, et. al. (2015) and Salami (2019), this study developed a structured questionnaire, Factors Influencing Quality Assurance of Business Education Programme Questionnaire (FIQABEDQ) as its structured questionnaire. The questionnaire was validated by three experts and applied to the study. Split-half method was utilised to establish reliability coefficient, at 0.83 using Cronbach Alpha. The data generated for the study were analysed using mean and standard deviation. All null hypotheses were tested at 0.05 level of significance using inferential statistic of ANOVA. The findings showed, among others, that Business Education curriculum moderately influenced the achievement of Business Education Programme's objective. In addition, this study suggests that Business Education curriculum should be revisited and tailored towards equipping for self-employment, among others. Therefore, cooperation and collaboration among Business Education's stakeholders are needed in an attempt to achieve the stated objectives in Business Education by providing ample and proper modern facilities in their tertiary institutions.

Keywords:

Quality Assurance, business education curriculum, accreditation, business education

INTRODUCTION

The strength of any nation depends largely on the level of educational status of the nation, as it is a way of illuminating the eyes of the people to see into what could make up the economic power of such nation. Education is seen as a vital instrument that enhances the economic and social growth of a nation. It is an instrument for a positive development of human potentials, talents, intellects, attitude and skills. It means that education works upon the totality of human life through which its impact is seen on the development of a nation. In the quest for enhancing national development, it was discovered that skill acquisition would be instrumental, which led to business education.

Business Education is an educational process of which its main goal is to prepare people for the field of work. It would make anyone who goes through this field of study to become capable employees, employers, or self-employed individuals who managed self-business enterprise. In Nigeria today, business education subjects are offered in both junior and senior secondary school levels to impact vocational skills. Therefore, it is expected that the teachers in training will have to acquire all the necessary skills required to impact the students correctly.

Business education subjects in secondary schools are business studies in junior secondary school comprises of typewriting, office practice, shorthand and book-keeping. Meanwhile, the senior secondary schools' subjects include accounts, commerce, and recently, marketing and sales management have been included in the curriculum to prepare the students for job placement, in case they could not continue with their studies. In the same vein, in tertiary institutions, business education encompasses training in marketing, accounting, office technology and management, banking and finance, business administration and some other relevant courses to develop their careers and earn their living wage. In view of this, Obanya (2010) states that business education is an educational programme offered in higher education institutions to prepare students for their future business careers, as it involves the inculcation of skills, business knowledge or been useful in the business world.

It is noteworthy that Universities, Colleges of Education and Polytechnics (as Office Technology and Management) set up their business education programme. However, the focus of this study is on Colleges of Education. According to the National Commission for Colleges of Education (NCCE) (2012), the business education's philosophy of Nigeria Certificate in Education (NCE) is to make business educators comprehend National Education policy's concepts and philosophy, with regards to national development of business education. In addition, NCCE (2012) outlines the following business education programme objectives in the Colleges of Education: to produce Business NCE graduates, who are well qualified and competent and able to teach in educational institutions, whether in secondary schools and any other related institutions; to produce NCE business teachers, who are capable of inculcating vocational aspects of business education into the society; and finally, to equip graduates with the right skills to engage them in the work life, whether self-employed or working in the offices.

To accomplish these set of objectives, the regulatory body of Colleges of Education, National Commission for Colleges of Education, puts up a procedure that is meant to be a guideline for accomplishing the set of objectives, that can be referred to as quality assurance. Igborgbor (2012) states that quality assurance refers to all measures taken to ensure a better educational system and meet society's needs. Also, Kontio (2012) explains that quality assurance is seen as all procedures, processes and systems that develop and assist education and other higher education's activities.

Furthermore, Odunaike, Ijaduola and Epetimehin (2012) and Sunarni (2016) considered quality assurance as the planned and systematic activities implemented in a quality system to ensure that the fulfilment of all quality requirements for a product or services. Adeniji (2012) opined that quality assurance is a process and system is put in place so that all laid-down specifications and standards are met. Ebong and Efue (2005) view quality assurance as a holistic term directed towards education as an entity. Sofowora (2010) defined quality assurance as a mechanism used to assess teaching and learning's efficiency and appropriateness in schools to ensure high-quality education provision. Babayemi (2019) believes that quality assurance is relevant and appropriate for business education programme

to meet the community's needs. In summary, quality assurance is the entire process of ensuring maximum effectiveness and efficiency of educational programs and services regarding their context, mission and stated objectives.

In ensuring the quality of business education, factors such as curriculum, lecturer's qualification, accreditation, available facilities and methodology employed to pass across the instruction are essential. The curriculum of business education must be padded with various programmes of study that would enable the lecturer to impact the rightful needed knowledge into the students, and as well the students acquiring the required skills and knowledge as stated in the objectives of business education, the minimum requirement for lecturing in Colleges of Education is first degree in education (Bsc.Ed or B.Ed) and having a higher degree will enhance mastering of the course of study which will, in turn, improve the productivity of the lecturer and this will result into the quality of the graduates to be produced.

Similarly, the programme's accreditation has to be carried out considering both the human resources and available facilities by the NCCE to ensure that the programme has the quality it is supposed to maintain. Business Education is a skilled course that cannot be taught in abstract, especially the core skill courses: accounting, shorthand and keyboarding. These courses will have to be taught with instructional facilities to enhance the learners' quality of knowledge and skills. More so, the lecturer's teaching method will impact the quality of learners to be produced. It is due to the method used for skill courses will be different to that of the theoretical courses. It is against this background that it is necessary to conduct this study in order to assess factors influencing quality assurance of business education programme in public Colleges of Education of Ogun State, Nigeria.

Based on the previous discussion, the objective of business education, as stated in the minimum standard of colleges of education, is to train students to fit-in into the society either as a teacher or as the employer of skilled personnel. Having looked into many of the graduates of business education who should have been equipped with necessary skills, it was discovered that these skills are seriously deficient in their area of specialisation of which they are expected to be an expert and have positive impact on the society at large. These lapses prompted the researcher to critically assess factors influencing Quality Assurance of business education programme in Public Colleges of Education in Ogun State. Therefore, the study seek to:

1. examine the extent to which business education curriculum influence the achievement of business education programme objectives.
2. assess the extent to which the qualification of lecturers in business education influences the quality of business education students.
3. examine the extent to which business education programme's accreditation exercise influence the achievement of business education objectives.

Accordingly, the following research hypothesis were formulated to be tested in this study.

- H₁: There is a significant relationship between curriculum requirements and achievement of business education programme's objectives.
- H₂: There is a significant relationship between the qualification of lecturers in business education and quality of business education students produced.
- H₃: There is a significant relationship between accreditation exercise on business education programme and the achievement of business education objectives.

METHODOLOGY

This particular study employed a descriptive survey. There were a total of 2,450 business education students that formed the total population of this study. 10% of 245 respondents formed the sample size for this study due to a large population. An instrument developed by the researchers, Factors Influencing Quality Assurance of Business Education Programme Questionnaire (FIQABEDG) was validated by three experts in the Department of Business Education, Tai Solarin University of Education, Ijebu -Ode, Ogun State. Earlier, the questionnaire was adapted from Babayemi (2019), Azasu, et. al. (2015) and Salami (2019). Using split half method, the pilot study conducted yielded a reliability coefficient of 0.83, which was high enough for the instrument to be considered reliable. A total of 245 copies of the instrument were distributed to the respondents with the help of four research assistants, and the same number was retrieved, which represent 100% rate of return. In this study, 4 point rating scale of High Influence (HI), Moderate Influence (MI), Low Influence (LI) and No Influence (NI) was utilised. The research questions were answered using mean and standard deviation, while all hypotheses were tested at 0.05 significance level using inferential statistic of Analysis of Variance (ANOVA) for the aforementioned research hypotheses. Items whose mean scores less than 2.50 were regarded as No Influence while those ranging from 2.50 and above were considered as High Influence.

RESULTS AND DISCUSSION

Business education curriculum and the achievement of business education programme's objectives

Table 1 showed respondents' perception of the business education curriculum and the achievement of business education programme's objectives with mean ratings ranging from 2.19 to 3.21, with a weighted average of 2.86. However, the respondents in Table 1 indicated that all items were closely related, except for item 2 with a mean of 2.19, meaning low influence. Based on the findings, the standard deviations of all items were ranged from 0.78 to 0.96.

Table 1: Descriptive analysis of the business education curriculum and the achievement of business education programme's objectives

S/N	Items	Mean	SD	Remark
1.	Three years programme of business education of college of education is sufficient to enhance business skills in students.	3.00	0.96	MI
2.	The management courses in the curriculum are able to make an NCE graduate of business education an efficient manager.	2.19	0.92	LI
3.	The content of marketing is enough to make an NCE graduate of business education a marketer.	3.09	0.78	MI
4.	A graduate of business education with accounting bias is qualified to be an accounting officer in an organisation.	2.78	0.89	MI
5.	The acquired skills by the graduate of business education in management bias are qualified to be a company secretary.	3.21	0.86	MI
6.	The content of the business communication can enhance the communication skills of business education graduate performance in work.	2.51	0.81	MI
7.	The business education curriculum content can equip students	3.01	0.88	MI

	with necessary competencies that can encourage them for post – NCE degree programme in Business Education.			
8.	All the experience acquired in the study of business education at NCE is sufficient enough for students to inculcate vocational aspects of business into society.	3.04	0.90	MI
9.	The content of the business education curriculum can equip students to teach business subjects in junior schools.	2.83	0.85	MI
10.	The content of the business education curriculum is to equip a student for self-employment.	2.89	0.79	MI
Weighted Average/SD		2.86	0.78	MI

Source: Field Survey 2020

Qualification of lecturers in the Business Education Department and the quality of the students

Table 2 depicts that qualification of lecturers in the Business Education Department and the quality of the students with mean ratings of 2.97 to 3.53 and a grand mean of 3.12. However, the respondents in Table 2 specified that all items were closely related, except for items 1 and 8, which had 3.53 and 3.50, respectively indicating high influence. Based on the findings, the standard deviations of all items were ranged from 0.72 to 1.03.

Table 2: Descriptive analysis of the qualification of lecturers in Business Education Department and students’ quality

S/N	Items	Mean	SD	Remark
1.	Business education lecturer with NCE background will have more influence on students’ quality.	3.53	0.82	HI
2.	Business education lecturer with good grade will have a better influence on learning ability of the students.	3.43	0.72	MI
3.	The lecturer with good teaching skill will influence the quality of the learner.	3.05	1.03	MI
4.	The lecturer with good knowledge of content matters to be taught will influence the quality of students	3.28	0.79	MI
5.	The lecturer that update knowledge from time to time have more influence on the quality of students	3.15	0.86	MI
6.	The number of years of the lecturer on the job influence the quality of students	3.14	0.91	MI
7.	The ability of the lecturer to motivate the learners will influence the learning ability of the students and improve quality	3.20	0.87	MI
8.	Lecturers with a higher degree will impact more on the quality of the learner	3.50	0.96	HI
9.	The easy to access lecturer will make more impact on the producing quality learner	3.21	0.99	MI
10.	The personality of the learner influences the learning ability of the students	2.97	1.03	MI
Weighted Average/SD		3.25	0.90	MI

Source: Field Survey 2020

Accreditation exercise and the quality of business education programme

Based on the cut-off point of 2.50, the result implied that all items were rated as moderately influenced. The mean scores obtained ranged from 3.08 to 3.43, with a weighted mean of 3.24. Also, all items had standard deviation ranged from 0.77 to 0.92, meaning moderate influence.

Table 3: Descriptive analysis of the accreditation exercise and the quality of business education programme

S/N	Items	Mean	SD	Remark
1.	It ensures that the required number of lecturers in the department is available	3.16	0.81	MI
2.	It ensures that the minimum academic qualification is gotten by all lecturers	3.08	0.92	MI
3.	It ensures that no lecturer with less than second class lower is employed	3.10	0.89	MI
4.	It ensures that the department has well equipped library	3.43	0.77	MI
5.	It ensures that all facilities needed is available	3.29	0.81	MI
6.	It ensures that the department adhere strictly to the course subjects as lined up in minimum academic standard	3.30	0.83	MI
7.	It ensures appropriate and befitting offices for staff	3.29	0.81	MI
Weighted Mean/SD		3.24	0.83	MI

Source: Field Survey 2020

Relationship between the curriculum requirements and the achievement of business education programme’s objectives

Table 4: Testing for a significant relationship between the curriculum requirements and the achievement of business education programme’s objectives

Groups	Sum of Squares	Df	Mean Square	F-cal	F-tab	Decision
Between Groups	411.51	2	315.20	.390	.412	Accepted
Within Groups	31458.87	242	235.11			
Total	31870.38	244				

Source: Field Survey 2020

The result from Table 4 presented that $F_{(2, 244)}$ ratio calculated .390 is < F tabulated .412 at 0.05 significance level. Therefore, the null H_{01} was accepted. It simply meant that curriculum requirements and achievement of business education programme’s objectives were not significantly related.

Relationship between the qualification of business education lecturers and the quality of business education students

The result from Table 5 exhibited that $F_{(2, 244)}$ ratio calculated .765 is $>$ F tabulated .412 at 0.05 significance level. Hence, H_{02} was rejected. It was confirmed that there was a significant relationship between the qualification of business education lecturers and the quality of business education students produced.

Table 5: Testing for a significant relationship between the qualification of lecturers in business education and quality of business education students produced

Groups	Sum of Squares	Df	Mean Square	F-cal	F-tab	Decision
Between Groups	274.43	2	217.60	.765	.412	Rejected
Within Groups	44213.61	242	201.11			
Total	44488.04	244				

Source: Field Survey 2020

Relationship between accreditation exercise and the achievement of business education objectives

The result from Table 6 showed that $F_{(2, 244)}$ ratio calculated .634 is $>$ F tabulated .412 at 0.05 significance level. Thus, null hypothesis three was rejected. It simply meant that there was a significant relationship between accreditation exercise and the achievement of Business Education objectives.

Table 6: Testing for a significant relationship between accreditation exercise on the achievement of business education objectives

Groups	Sum of Squares	Df	Mean Square	F-cal	F-tab	Decision
Between Groups	561.12	2	412.71	.634	.412	Rejected
Within Groups	71347.14	242	231.19			
Total	71908.26	244				

Source: Field Survey 2020

DISCUSSION OF FINDINGS

Business Education curriculum influenced the achievement of Business Education Programme’s objectives with moderate influence responses. Table 1 attested to Iwuoha and Peter (2019) findings that business education provided students with skills, knowledge, and competence to become proficient. In the same vein, Ekoh (2016) added that business encompassed knowledge, attitude, and skills necessary to manage personal and business affairs effectively within the system of economy. It indicates that, in any society, business education encompasses varieties of economic activities toward the competencies of desirable enterprises, which is appropriate for successful business operation in this economic situation by equipping individuals with long life skills.

Moreover, business education is deemed as a crucial programme to be taught in higher institution. Apparently, national development can be achieved and living standard among citizens of a nation can be improved through business education. Through business education, this academic programme expected to instill its students with various important business and technical skills vital in the work life, regardless of working in the offices or teaching institutions.

The findings also revealed that the qualification of lecturers in the Business Education Department influence the quality of the students with moderate influence responses from the respondents. The study's result was in line with Adeniji (2012) findings and Anubhuti (2019). They proved that the quality of a lecturer has had to do with the teaching skills that would enable him or her to have impacted students with their acquired knowledge of content matter and updated their knowledge from time to time. Babayemi (2019) posited that lecturer with good knowledge of content matters to be taught and lecturer with good teaching skill has a positive influence on the learners' quality. Thus, direct interaction between lecturers and students are vital in promoting active teaching and learning environment in business programmes as also mentioned by Mat Norwani and Yusof (2008).

Moreover, the findings showed in Table 3 revealed that accreditation exercise influenced the quality of business education programme with moderate influence responses from the respondents. the finding of the study is corroborated by the submission of Sunarni (2016) who maintained that accreditation is a set of processes and systems to collect, analyse, and report data on the performance of the education unit. Also, accreditation assures employers and community members that all Nigerian graduates from whole academic programmes have accomplished certain competency level in their specialisation area. In addition, it also reassures the international community that Nigerian universities offer higher standard programmes. Accordingly, these graduates are ready to enter the labor market and have the opportunity to further their studies nationally and internationally.

A test of significance was utilised to test the first hypothesis on its significant relationship between curriculum requirements and achievement of business education programme's objectives. Table 4 discovered that there was no significant relationship between curriculum requirements and achievement of Business Education programme's objectives. This finding was in consonance with the submission of Salome (2012) who posited business education as a well organised instructional programme for its students, which intended to transmit various business knowledge, skills, ideas, aptitude and technical know-how. Later on, these graduates will be able to transfer their knowledge and skills required for work-related business fields. As a discipline, business education is designed to expose its potential graduates to a huge range of curricula of skills provision. Hence, the business education curriculum inculcates in its recipients attitudes, knowledge, skills, values that are required for their future undertakings in the work life.

The second hypothesis on the qualification of lecturers in business education and quality of business education students produced was rejected. Therefore, it means that the qualification of lecturers in business education and quality of business education students produced were significantly related. Adeniji (2012) noted that the number of years on the job would definitely add to the experience of the lecturers, how well he or she has been able to motivate the students, the level of higher degree and personality of the lecturer all coupled together manifested great characteristics of the lecturers. These positive attributes of the lecturers were expected to have huge impacts on moulding the students to be well nurtured and contribute to producing quality students, who will be relevant to their field of work.

Table 6 revealed a significant relationship between accreditation exercise on the business education programme and the achievement of business education objectives. Therefore, null hypothesis three was rejected. Oladosu (2011) noted that accreditation has a direct influence on the quality of business education as a discipline.

CONCLUSION AND RECOMMENDATIONS

Based on the findings, curriculum, lecturers' qualifications, and accreditation exercises had a direct influence on the business education programme in public Colleges of Education of Ogun State. Therefore, it is a call on the stakeholders to come out with a dynamic curriculum that will reflect the demands of the Nigerian society through the employment of business educators that are capable in handling business courses and significantly make provision of modern teaching materials in order to provide up-to-date information to the students. The accreditation exercise should be conducted with all sincerity, system of window dressing should be ignored where the institution will go and hire lecturers for the exercise. Also, quality assurance in business education serves as an indispensable component of quality control strategy in education, assist in monitoring and supervision of education and ensure a higher standard of education at all levels. Strict adherence to this submission will be of great help to the development of business education programme.

Based on the findings and discussions of the study, the following recommendations should be made. Business education curriculum should be revisited and tailored towards capacity building among the young graduates because this will help accelerate their readiness for business start-up. Besides, business educators should update themselves through training and retraining to be abreast of new fashion of technology development required in business education programme and make use of difference methods to reinforce learning outcome and stimulate imaginative thinking in students. Lastly, cooperation and collaboration among business education's stakeholders are needed in an attempt to achieve the stated objectives in business education by providing ample and proper modern facilities in their tertiary institutions.

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