Transformation Process Quality of Business Education Products from Colleges of Education in Oyo State, Nigeria

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Abstract

The purpose of this paper is to develop a model which could be used to gain an insight into the quality of Business Education. Relevant literature was reviewed to determine inclusion of a particular variable into either input component variable or process component variable. Based on the model, questionnaire was developed to obtain information on the students as well as lecturers effectives as input factors and assessment opinion of the students on each of the process components factors quality. The output used was the students' results during their 100 level. The findings from this study revealed that the value being added to the students' academic growth was little as basic aptitude and attitude of the students were very poor. The poor quality of the process component factors could not even make the story different. Based on this finding, suggestions on quality improvement measures were made to the management. Thus the paper offered a new insight into how quality in education can be measured at any level.

Keywords: Transformation, value added, input, process, output, academic performance, Quality

1. Introduction

Teaching learning process is a two way interactive activity that involves the teacher and the learner to interact in a designated learning environment mainly to achieve the set of instructional objectives spelt out in the prescribed curriculum with appropriate learning materials in order to register a permanent change in the learner's behaviour. One of the subjects that National Commission for Colleges of Education curriculum (NCCE) covers is Business Education.

To examine the quality of Business Education in our society, it calls for a critical look into the teaching learning process involved in Business Education classes in our Colleges. Since the word quality has different meanings to different people, this paper will endeavour to look at transformation process quality of Business Education products. With this it becomes a little bit easy to investigate the quality of the two basic inputs necessary to produce Business Education graduates in the light of NCCE curriculum in one hand and quality of the process – the learning environment (class size, library services, learning materials, typing and shorthand studios etc) in order to have a better assessment of the quality of the output from the teaching learning process.

From the above this paper will propose ways of measuring the quality of Business Education as a service and use students performance as quality measure of the graduates. With this, it becomes possible to establish whether the input factors of the teaching learning process is sufficient to account for the quality of the graduate in one hand or the quality of the process factors is enough to modify the quality of the input factors so as to describe the graduates grades as measure of quality of Business Education.

2. Theoretical framework

Quality as an adjective has relative meaning to what it qualifies. This therefore denotes that quality is perceptual and conditional that may be understood by many people differently and of course leading to pluralistic definitions. In this study, quality will be considered as enhancement, transformation and value adding. According to Vlãsceanu et al., (2004) quality as enhancement is primarily concerned with continuous search for permanent improvement. "This is a primary responsibility of higher education institutions in order to maximise the use of institutional autonomy and freedom". Quality as transformation is a process where individuals (students, academic and administrative staff) change their perceptions and worldviews. This gives value added to students. Value-added is a measure of change, or effect, brought about by a certain action. When a subject is taught, the value-added is the

amount of students' academic growth produced by a teacher. From this second attribute, the value adding aspect of quality, therefore "shows the extent to which education enhances students' educational experience (learning experience), knowledge, skills and attitudes" (Harvey & Green, 1993) and "empowers them as critical, reflective, lifelong learners" (Harvey, 2002). Quality in education therefore means enhancement and transformation process that will lead to value adding activities of both the students and staff (academic and administrative) based on prescribed minimum standard of the supervisory body that produce certain amount of students growth that will meet the society's expectation. From the definition proposed in this study, one can see that the main ingredient of the definition is transformation process. Transformation process also has its own quality aspect. If the quality of the transformation process is poor, the end result of the transformation process will suffer great defeat. Therefore this study is concerned with transformation process quality of Business Education Products from Colleges of Education in Oyo State.

Education, according to Coombs (1970) consists of two components - inputs and outputs.   Inputs consist of human and material resources and outputs are the goals and outcomes of the educational process. This view left out one essential component, which is process.   Both the three components – inputs, process and outputs form a dynamic organic whole. Therefore to assess the quality of education, one needs to investigate the quality of each component with a view of improving students' performance.

In gaining an understanding of this study, a model is developed to collect data and evaluate Business Education products quality. The model is divided into three components – Input, Process and Output components of the transformation process. The input components consist of the students and the teachers. Literature suggests that a significant number of secondary school students take Vocational choice during their secondary school years. Graves et al. (1993), Nelson & Deines (1995) Abtan (1993) stated "a Gallup poll indicated that secondary school teachers are second only to parents as the most important influence on secondary school students' vocational choice decisions". Dodson & Prince (1991) secondary school students view largely part by the advice and counsel of their secondary school teachers and counsellors.

From the above it is well established that two key input factors – students and teachers are serious input issues in the teaching learning process or transformation process of a secondary school leavers into a graduate of Business Education. The quality of the intending students of Business Education is the grade they obtained from various examination bodies that assessed them at their terminal year in senior secondary schools and their Joint admission Matriculation Board (JAMB) examination performances that qualify them for admission. Experience so far about JAMB scores necessitated the needs for post JAMB screening examination by nearly all tertiary institutions in Nigeria. It has been discovered that JAMB scores do not correlate with post JAMB screening scores of candidates seeking admission into tertiary institutions in Nigeria. What this implies is the measure of quality of performance is poor. So pre lecture test to a greater extent reveals the ability level of these students for a particular course of study but not sufficient to reveal the students aptitude and flair for the course of study they are admitted for.

The teacher, as one of the key inputs into the transformation process of secondary school leavers into NCE Business Education graduates at different grade level, has a distinctive two-side quality description. The teacher is a product of his personal quality and his teaching quality in sum. Teacher quality has been conceptualised simplistically, to include issues such as teacher education, training, teacher salary and teacher experience. A number of recent works also argued that differences in teacher quality affect students' performance (Card and Krueger, 1992, 1998; Hoxby, 2002; Hoxby and Leigh, 2004; Rockoff, 2004; Rivkin et al., 2005; Jacob and Lefgren 2005). So a range of variables can be used to measure teacher's quality. To be a good teacher demands broad knowledge of subject matter, curriculum and standards; enthusiasm, a caring attitude and a love of learning; knowledge of discipline and classroom management techniques; and a desire to make a difference in the lives of young and old people. From the work of Scheerens, (2003), the level of classroom teaching has the greatest impact on teaching-learning outcomes. Fayemi (1991) also observed that "it is a truism that teachers are the hubs of any educational system" that upon their number, their quality and devotion depend the success of any educational system". From the above, the quality of the input component of the transformation process goes a long way to tell us more about the quality expected from the output component of the transformation process quality.

H_{01} There is no significant relationship between the input quality and the output quality of Business Education
Business Education process quality includes issues like classroom/studio size, NCCE curriculum, library services, and many more. Issues like classroom size or student-lecturer ratio were researched into. Krueger (1999), Angrist

and Lavy (1999), and Urquiola (2006) find a significant effect of class size reduction on achievement, Hoxby (2000) and Banerjee et al. (2005) do not. The literature suggests that acceptable lower ratio students' academic achievement either positively or negatively. On one hand, reductions in class size might improve students' academic achievement because they might benefit the interaction between students and teacher (Bandiera, et al, 2010). Streatfield and Markless (1994), Williams & Wavell, (2001) in their study, concluded that library services have significant impact on students' academic outcome. "The importance of a positive attitude of teachers, the 'teacher ownership' of resources, and time to plan and think through library use was also highlighted" (Streatfield and Markless (1994).   Fagbamiye (1977) also noted that schools with stable, experienced and qualified teachers usually have better school facilities in terms of school buildings, books and equipments than those schools which have difficulty in attracting experienced and qualified staff. What we are saying here is the campus cultures, climate and policies vis-à-vis the campus management is corner stones in the transformation process quality. A crisis ridden environment will regularly punctuate academic programme, and of course this will affect the quality of teaching learning process in the campus, which will at the end of the day tell on the quality of the students being produced. Campus internal crisis has its roots in management failure in doing the right thing, at the right time. Rating system that often rob workers of their internal motivations will lead to industrial actions like strike, sit down strike, boycott of classes to mention a few. As Deming (1998) rightly put it, management responsibility is to correct the system to achieve the desired results, motivate workers to contribute their collective efforts to achieve shared common goals. The management ineptitude to do these, will lead to poor quality of teaching - learning process.

The NCCE Minimum Standard specifies the quality of intending students that wish to become business education teachers at Nigeria Certificate in Education level, the numbers of units and courses to pass, the quality of lecturers and type and quantity of teaching facilities to be provided so as to meet the society's expectation. Any students who wish to graduate must fulfil the minimum standard prescribed by NCCE and also institutions running Business Education programme must also comply with the minimum standard of NCCE. This minimum standard becomes internal quality control measures.

H_{02} There is no significant effect of the process component quality on input component quality to influence the quality of Business Education

The output component of the transformation process quality can be measured in terms of how long the students take to complete their prescribed courses for their chosen profession in one hand and in the other hand, their grades. What is the academic success rate of the students in business education? What proportion of the students will record high grade or low grade? How long do students complete their course of study in Business Education?

The outcome of students overall quality after the completion of the three years programme in business education, to some extent is influenced by the students' characteristics such as gender and socio-economic status. Generally male students prefer to major in accounting option than their female counterpart that sees opportunity in secretarial studies.

Fig 1: A Value Adding Model of Transformation Process Quality
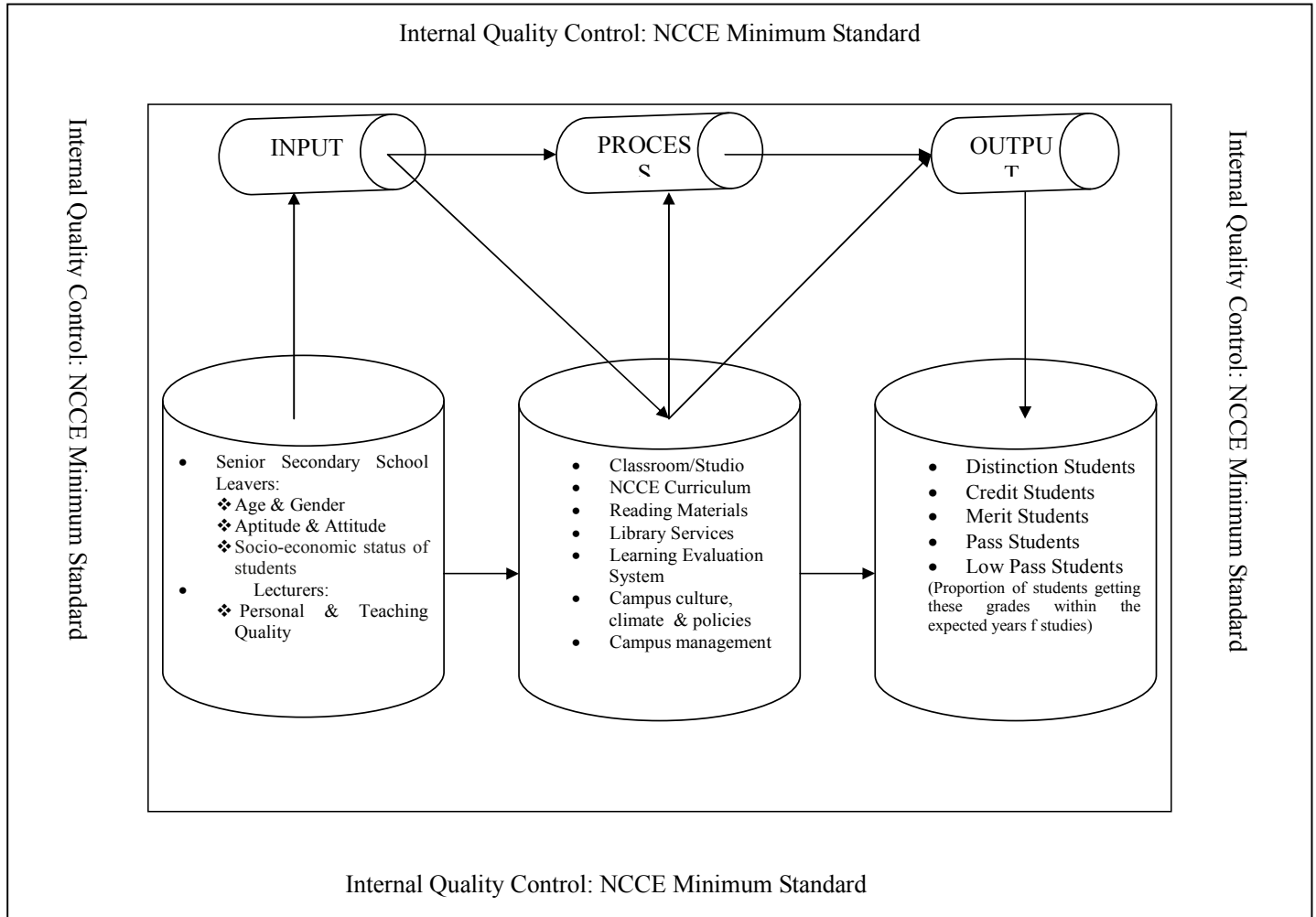
Source: Self Developed by Adeleke, M. S. (2009)

3. Method
3.1 Participants

The present sample consists of 100 level students of Business Education Department Emmanuel Alayande College of Education Oyo, Lanlate Campus from 2008 to 2010. 143 students in 2008, 246 students in 2009 and 147 students in 2010 that matriculated and sat for all examinations were used to measure the quality of the students' intake into the department and their quality as Business Education Students. There are nine lecturers in the department; all of them were involved in the study.

3.2 Measures

Basic qualification (grades of various subjects) used for admitting students into the department was used to determine the ability level of the students before the lectures commenced and Computed Cumulative Grade Point Average (CGPA) as at the time the students completed their 100 level programme was used also to determine the quality of the students in the department. In addition, students' gender was obtained from the department. Student Assessment of Course Lecturer and process factors quality questionnaire (SACLPQ) was also administered to collect

opinion on their lecturers' effectiveness and efficiency and quality of facilities in the campus on five point measuring scale.   In establishing the transformation process quality of Business Education products, descriptive data analysis – mode, mean, standard deviation and Pearson Correlation coefficients as well as regression model well amply used. The regression model: $Y = \beta_0 + \beta x_n$. Y is the average of academic outcome and all the input and process components factors. If the coefficient ' β_0' is negative, it implies reduction in the quality of academic outcome as a result of the quality of input and process components.

4.   Results
4.1 Descriptive Analysis
From table 1, 65.1% of the sample representatives are female students that were in their 100 level of their studies in the department between year 2009 – 2011 and the remaining are male. From table 2a, the mode result shows that majority of the sample representatives had C6 grade in all the qualifying subjects they used to secure admission into the department. This is the last grade. What this suggests is that majority of the students being admitted are weak academically. From table 2b, the mode result shows that majority of the sample representatives rated classroom/studio facility and library services as being poor, but the mean score of classroom rate it as fair. Likewise campus management whose mode says far but means score says high. Responses for reading materials, learning evaluation and campus culture are fair. NCCE curriculum is high as shown by both mode and mean scores. From table 3, the analysis of the 100 level results revealed that majority of the sample representatives GPA falls between 1.50 and 2.44, which is 'D' grade for all the three sets under consideration. This shows that on average the sample representatives' performance is weak.   By implication the academic outcome of academically weak intake students into business education is correspondingly weak. From figure 2, the analysis of the 100 level students opinion about their lecturers' effectiveness in the lecture rooms shows that only 12% of the respondents are of the opinion that their lecturers lowly effective. Others are of the opinion that they moderately or highly or very highly effective. From table 4, the correlation coefficients show that there is positive relationship between academic performance and basic entry requirement of the sample representatives as well as their lecturers' effectiveness. This implies that there is direct relationship between these variables and they are very significant. From table 5, the correlation coefficients show that there is positive relationship between academic performance and process components of the transformation model. This implies that there is direct relationship between these variables and they are very significant.

4.2 Regression Analysis
From table 6a, 90.30% of the academic performance can be explained by the input and process quality factors. The remaining 9.70% are due to other factors. And also, there is significant relationship between academic performance and quality factors of both input and process factors. From table 6b, the constant coefficient (β) is -2.872. This implies a weak quality output from the transformation process model of Business Education products quality. We may therefore conclude that foundation of the intakes into Business Education, lecturers' effectiveness, adequate classroom, market oriented NCCE curriculum, library services and learning evaluation quality must not only meet minimum standard of NCCE, but be adequate to impact on Business Education quality.

5.   Discussion
From the analysis of data carried out, it was observed that the value added to the entry qualification of the students in business education, was not sufficient as the academic performance of the students was very poor in their first year. The factors accountable for this were weak aptitude and attitude of the students for the course, lecturers' performances in the lecture rooms, classroom facilities, library services, NCCE curriculum and learning evaluation system (table 6b).   The conclusion of this study that there is relationship between the input factors and output factors of business education quality and also the process quality clearly indicate that improved quality of Business Education depends on the level of the quality of the students at the point of entry. Most students do not have ability for shorthand and typing and they are not ready or motivated enough by transformation process components quality to be so keen to acquire these skills. Given the state of the quality of both the input and process factors, they are not sufficient to add needed value to the quality of business education. This study establishes the need to admit students with better grades than is being practice currently. Where this is not feasible, the question is what should be done to improve quality of Business Education? What need to be done is to improve quality.

6. Suggestions for Quality Improvement

To improve the quality of business education, four main components must be addressed:

a. Improving teachers' teaching style and methods in the classroom. Since teachers' are the main instruments for bringing qualitative improvement in learning, professional development of teachers, tutors and other educational leaders is to be emphasized. In this case, teachers' were to be enabled to acquire and develop appropriate pedagogical skills through various cost-effective training programmes through sponsorship of conference and seminar attendance at least twice per lecturer in a year,

b. Encouraging team teaching with or without large classes. This will help the students to draw from more than one lecturers in a course and facilitates assess to different lecturers to draw more knowledge from pluralistic fountains rather than just one.

c. Developing market responsive curriculum, with an efficient and effective delivery system. This in particular should accommodate the shift in technology as every household demand for computer literacy rather than typewriter literacy. Most Colleges still embrace old word processing. The application of computer to business should be more practical and replace the old typewriting courses with computer applications not only for secretarial students but for accounting students as well.

d. The current one year of industrial attachment (students Industrial Work Experience) need to be augmented with seminar and practical throughout the training period of three years and where feasible work study programme should also be put in place for these students so as to expose them to real working life culture (not less than 12 months),

e. Ensuring the availability of good quality learning and teaching materials such as conducive classrooms and furniture, laboratory (studios), provision of electricity (through other sources apart from power Holding Company of Nigeria (PHCN) at a level of financial prudence, suitable library powered with virtual library services, lecturers office accommodation moderately furnished,

f. Ensuring the necessary support for maintaining educational standards through efficient admission process that will not consider academic merit alone but intakes aptitude and attitude. Since most students nowadays do not spend enough quality time to learn, read and practice, the necessary system support should be responsive and capable (not necessarily sufficient but adequate) to motivate students to learn through the provision of access to online training programme in Business Education,

g. Providing remedial classes for underperforming students, putting them under programming teaching - learning system that will allow the students to go at their pace. This will complement access to online training programme by giving students assignment, test, class discussion or seminar online and

h. Improve guidance and counselling services and facilities to screen students' performance from time to time so as to advise them on the numbers of courses to take, types of tutorial to attend, form of remedial measures to provide for each student with diverse academic as well as professional needs.

7. Limitations and suggestions

There are few limitations in this study. First, there are only 536 sample representatives taken from one campus of all the Colleges of Education in Oyo State. A larger number of sample representatives would be better to give a more accurate result. Second, the gender of respondents in this study was not even. About 349 of the sample representatives were female and 197 of the respondents were male students. It would be good to repeat this study in future studies using a larger sample to validate the findings of this study. Besides that, cross-colleges studies would also be recommended to have better understanding on the study subject and generalization of the results.

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9. Appendix

Table 1: GENDER ANALYSIS OF SAMPLE REPRESENTATIVES					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	187	34.9	34.9	34.9
	Female	349	65.1	65.1	100.0
	Total	536	100.0	100.0	

Source: Field Data 2009 – 2011

TABLE 2a: MODE, MEAN AND STANDARD DEVIATION ANALYSIS OF QUALIFYING QUALIFICATIONS OF SAMPLE REPRESENTATIVES

	ENGLISH LANGUAGE	MATHEMATICS	ACCOUNTS	COMMERCE	ECONOMICS
Mean	3.5541	3.4496	3.3265	3.4739	3.5280
Mode	C6	C6	C6	C6	C6
Std. Deviation	0.81163	0.73197	0.52572	0.73832	0.78726

Source: Field Data 2009 – 2011

Table 2b: MODE; MEAN AND STANDARD DEVIATION ANALYSIS OF SAMPLE REPRESENTATIVES RESPONSES ON PROCESS QUALITY

|	CLASS ROOM	NCCE CURRICULUM	READING MATERIALS	LIBRARY SERVICES	LEARNINIG EVALUATION	CAMPUS CULTURE	CAMPUS MANAGEMENT
Mean	2.50	3.77	3.36	2.32	3.38	3.42	3.51
Mode	Poor	High	Fair	Poor	Fair	Fair	Fair
Std. Deviation	.824	.701	.482	.518	.726	.678	.743

Source: Field Data 2009 – 2011

TABLE 3: MODE, MEAN AND STANDARD DEVIATION ANALYSIS OF **ACADEMIC PERFORMANCE OF SAMPLE REPRESENTATIVES**

	2008/2009 Summary of 100 level Result	2009/2010 Summary of 100 level Result	2010/2011 Summary of 100 level Result
Mean	1.92	2.00	2.04
Mode	Pass (D)	Pass (D)	Pass (D)
Std. Deviation	1.50	1.44	1.51

Source: Business Education MMS III Results for 100 level (2008 – 2011)

Fig. 2: Bar Chart Showing the Sample Representatives' Opinion on their Lecturers Effectiveness
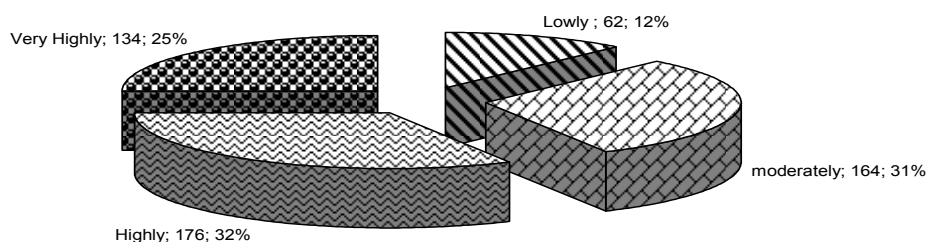
Source: Field Data 2009 – 2011

TABLE 4: CORRELATION COEFFECENT

		ENGLISH LANGUAGE	MATHEMATICS	ACCOUNTS	COMMERCE	ECONOMICS	LECTURERS EFFECTIVENESS
PERFORMANCE	Pearson Correlation	0.792**	0.777**	0.793**	0.783**	0.789**	0.526**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000
	N	536	536	536	536	536	536

**. Correlation is significant at the 0.01 level (2-tailed)

Table 5: Correlation Coefficients

		CLASS ROOM	NCCE CURRICULUM	READING MATERIALS	LIBRARY SERVICE	LEARNINIG EVALUATION	CAMPUS CULTURE	CAMPUS MANAGEMENT
PERFORMANCE	Pearson Correlation	.830**	.824**	.762**	.794**	.830**	.787**	.770**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
	N	536	536	536	536	536	536	536

**. Correlation is significant at the 0.01 level (2-tailed)

Table 6a: Summary of Regression Model and Anova

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	.950ᵃ	.903	.901	.33912	374.509	.000ᵃ

a. Predictors: (Constant), CAMPUS MANAGEMENT, LECTURERS EFFECTIVENESS, CLASSROOM, NCCE CURRICULUM, ACCOUNTS, LEARNING EVALUATION, READING MATERIALS, ENGLISH, COMMERCE, ECONOMICS, MATHRMATICS, LIBRARY SERVICES, CAMPUS CULTURE

Table 6b: Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	-2.872	.284		-10.112	.000
ENGLISH	.360	.078	.271	4.613	.000
MATHEMATICS	-.459	.142	-.312	-3.232	.001
ACCOUNTS	.122	.199	.060	.613	.540
COMMERCE	.140	.115	.096	1.219	.223
ECONOMICS	.620	.256	.398	2.424	.016
LECTURERS EFFECTIVENESS	.305	.025	.216	12.306	.000
CLASSROOM	.585	.040	.447	14.800	.000
NCCE CURRICULUM	.405	.045	.264	8.912	.000
READING MATERIALS	-.270	.116	-.121	-2.323	.021
LIBRARY SERVICES	.331	.212	.159	1.562	.119
LEARNING EVALUATION	.441	.088	.298	5.016	.000
CAMPUS CULTURE	-.829	.275	-.522	-3.017	.003
CAMPUS MANAGEMENT	-.147	.100	-.102	-1.468	.143

a. Dependent Variable: PERFORMANCE