

Strategies for Enhancing Quality Assurance in Business Teacher Education Programme in Nigerian Universities

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Abstract

This study investigated the strategies for enhancing quality assurance in business teacher education programme in Nigerian universities. Two research questions and four hypotheses guided the study. This study adopted a descriptive survey design. The population of the study comprised 129 Business Education lecturers in state and federal universities in the south south Nigeria. There was no sampling since the population was manageable. The instrument for data collection was a 35 - item questionnaire. The content and face validity of the instrument was adequately handled. It has reliability coefficient of 0.94 using cronbach alpha. The mean scores was used to answer the research questions. The findings identified quality research and publications, quality curriculum, quality text books, discipline of teachers, quality infrastructure, quality teaching facilities among others, as some of the strategies for enhancing quality assurance in Business Teacher Education in Nigerian universities. It was, therefore, recommended that adequate qualified teachers should be employed by the school authorities and Business Education curriculum should be widened to accommodate relevant areas in marketing, accounting, office technology and management.

Keywords: Enhancing, measuring, quality assurance; business teacher education; Nigerian universities.

Introduction

Business Education is the type of education that assists individual to acquire skills, which they can apply to solve problems in business and office occupations (Ogunmayi, 2008). In the same vein, Ntukidem (2002) asserts that Business Education has a definite role in preparing and equipping students with skills that increase their chances of finding jobs across territorial boundaries after schooling. He also observes that Business Education equips the students with knowledge and skills they need to create their own employment. According to Osuala (2004), Business education is a programme of instruction which consists of two parts: (a) office education - being a vocational education programme for office careers through initial, refresher and upgrading education leading to employability and advancement in office occupation and (b) general business - being a programme of instruction to provide students with information and competencies which are needed by all in managing personal business affairs and in using the services of the business world. From the above definitions, we can see that everybody needs Business Education either for occupational purpose or for a general business use.

Business Education involves teaching students the fundamentals, theories and processes of business. Education at this stage occurs at several levels including secondary education and higher education with the greatest activity occurring in the latter. Business Education typically prepares students for an occupation in business or a business related field or a teaching career in academics (Dhaka, 2011). Esene (2012) defines Business Education as education for and about business or training in relevant skills in office occupation. The goals of Business Education according to Asuquo (2005) are as follows:

- To provide opportunity for practice job preparation or vocation studies for students in order to make them render effective and efficient services in office, distributive and service occupations.
- To prepare students, based on interests and aptitudes with the skills, knowledge and attitudes needed to enter into a business occupation, advance and profit in it.
- To provide opportunities for students to develop an understanding of the business and economic system of the nation so as to enable them to participate actively as producers and consumers of goods and services.
- To develop in students the basic awareness of the contribution which business and office employees make to the nation's economy.
- To develop and improve the personal qualities and attitudes of students as required in personal and employment situations.
- To serve as a guide for individual students for suitable placement in business and office employment.
- To enable students have career consciousness and economic understanding of the free enterprise system.
- To prepare students for leadership position in both public and private lives.

Business Education is offered in both secondary schools and tertiary institutions. At the tertiary level, Business Education is offered in colleges of education and universities. Courses are taught in Accounting, Management, Office Technology and management and marketing. Students are expected to have relevant skills and knowledge, attitude to enable them perform effectively in their private businesses and public offices.

Olufunwa, Waziri & Olorunmolu (2013) note that if institutions that have the Business Education programme must achieve their goals, they must put in place quality enhancing strategies that will ensure the production of quality graduates for national development. Such quality enhancing strategies include adequate funding, effective monitoring and evaluation, review of programme, recruitment of quality staff, use of quality course materials, effective assessment and development of staff as well as standardization of requirements for intake of quality students. Quality assurance refers to the planned and systematic activities implemented in a quality system so that quality requirement for a product or service will be fulfilled. It is the systematic measurement, comparison with a standard monitoring of process and an associated feedback that confers error prevention (Chibuike, 2013). This can be contrasted with quality control which is focused on process outputs whose principles include fit for purpose. The product should be suitable for the intended purpose and right; first time mistake should be eliminated (Dhaka, 2011). Nnorom & Gaius-Oke (2013) identify some measuring criteria for quality assurance in Business Education: quality of resource input, quality of output, quality of process and quality of content.

The inability of schools to acquire relevant teaching materials together with the present emphasis on electronic driven method of teaching have generally posed a treat to quality education in our school system. Anioke (2011) notes that most Nigerian schools lack modern teaching facilities, laboratories, workshops and instructional facilities to impart the knowledge and skills needed to maintain quality education in our school system. Anioke emphasizes that even when those facilities are available, it is either they are not enough for the learners or they are too obsolete to stand the test of time. This can negatively affect students in the process of acquiring the necessary skills and knowledge for graduate successful employment. Chibuike further suggests the strategies for enhancing quality assurance in Business Education as follows: quality of syllabus and curriculum, accreditation council, quality of teachers, discipline of students and teachers, availability of infrastructure and facilities, through selection of students during admission, good governance, constant supervision, training and development of teachers and constant assessment of quality of works/researches. Nnorom & Gaius-Oke (2013) identify some quality assurance strategies as minimum academic standard, accreditation, carrying capacity and admission quota, visitation, impact assessment, research and development, publications and research assessment and structures, infrastructures and utilities.

Statement of the Problem

Inability to attain quality assurance in Business Education in Nigerian universities, which seems to result from ineffective and inefficient delivery system, has been the bane of the education programme in Nigeria and other developing countries. Institutions offering Business Education have found themselves lagging behind in the realization of its objectives due to inherent poor delivery system. Products of the programme are ill-equipped and short of the necessary and needed ingredients for self-realization. As a result, the society has been denied the much desired benefit of the programme as the products cannot contribute adequately and meaningfully to the economic and social growth of the society. Gaius-Okeh, Chinakwe & Njoku (2013). The problem of the study is therefore, what are the strategies for enhancing quality assurance in business teacher education programme in Nigerian universities.

Purpose of the study

The purpose of the study was to access the strategies for enhancing quality assurance in business teacher education programme in Nigerian universities.

Research Questions

The following research questions are to guide the study.

1. What are the criteria for measuring quality assurance in business teacher education programme in Nigerian universities?
2. What are the strategies for enhancing quality assurance in business teacher education programme in Nigerian universities?

Hypotheses

The following hypotheses are to guide the study.

1. There is no significant difference between male and female Business Education lecturers on their mean rating on criteria for measuring quality assurance in business teacher education programme in Nigerian universities.
2. There is no significant difference between state and federal universities Business Education lecturers on their mean rating on criteria for measuring quality assurance in business teacher education programme in Nigerian universities.
3. There is no significant difference between male and female Business Education lecturers on their mean rating on strategies for enhancing quality assurance in business teacher education programme in Nigerian universities?
4. There is no significant difference between state and federal universities Business Education lecturers on their mean rating on strategies for enhancing quality assurance in business teacher education programme in Nigerian universities?

Method

This study adopted a descriptive survey design. A descriptive survey design was used for this study because it is aimed at ascertaining and establishing the status quo, facts or pieces of information concerning the population. According to Esene (2009), survey method is appropriate, especially for seeking individuals' opinions, attitudes and perceptions in their natural setting. The population of the study comprised 129 Business Education lecturers in state and federal universities in the south south geopolitical zone of Nigeria. There was no sampling since the population in the zone was manageable. The instrument for data collection was a 35 - item questionnaire. It had two parts. Part A of the questionnaire had 4 items on demographic variables of the respondents (name of university, sex, university type, teaching experience). Part B had two sections: section B1 had 16 items while section B2 had 15 items totaling 31 items based on the two research questions. The questionnaire had a four-point scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The content and face validity of the instrument was carried out by three experts in Business Education and three experts in Measurement and Evaluation. The instrument was also validated using factor analysis. In order to determine the reliability of the instrument, the questionnaire was administered to 30 Business Education lecturers in South East universities of Nigeria which was not part of the study. The data collected were analyzed and the internal consistency of the instrument was determined using cronbach alpha, which has a reliability coefficient of 0.94. The data were analyzed using mean and standard deviation to answer the research questions. In analyzing the data, the response options in the questionnaire were weighted as follows: Strongly Agree - 4points, Agree - 3points, Disagree - 2points, Strongly Disagree - 1 point. A cut-off point of 2.50 was set to accept or reject items on the instrument. Mean score above 2.50 showed accepted, while mean score less than 2.50 showed rejected. Z-test statistics was used to test the hypotheses at 0.05 level of significance. If the calculated value (CV) is less than table value (tv) 1.96, the hypothesis is retained. On the other hand, if z-calculated (zc) is above table value (tv), the hypothesis is rejected.

Result:

Research question 1:

What are the criteria for measuring quality assurance in business teacher education programme in Nigerian universities?

Table 1: Mean Ratings and Standard Deviation of Business Education Lecturers on criteria for measuring quality assurance in business teacher education programme in Nigerian universities? (N=129)

s/n	Criteria for Measuring Quality Assurance	Mean	SD	Remark
1	Level of job performance of business education graduates	2.86	0.84	Accepted
2	Ability to set up businesses without failure	2.72	0.80	Accepted
3	Research and publications	2.75	0.68	Accepted
4	High administrative prowess	2.66	0.75	Accepted
5	Community service	2.70	0.85	Accepted
6	Membership of associations	2.32	0.89	Rejected
7	Status of curriculum	2.98	0.76	Accepted
8	Leadership quality	2.75	0.66	Accepted
9	School infrastructure	2.90	0.75	Accepted
10	Teaching facilities	2.80	0.83	Accepted
11	Ability to deliver public lectures	2.78	0.89	Accepted
12	Ability to cope with modern technology	2.91	0.74	Accepted
13	Accountability	2.69	0.88	Accepted
14	Organizational policy	2.79	0.74	Accepted
15	Teacher indiscipline	2.29	0.80	Rejected
16	Professional exposure	2.91	0.86	Accepted
	Grand mean	2.76	0.74	Accepted

The table presented reveals that, all the items except item 6 and 15 are criteria for measuring quality assurance in business teacher education programme in Nigerian universities since the mean ranges from 2.5 and above.

Research question 2:

What are the strategies for enhancing quality assurance in business teacher education programme in Nigerian universities?

Table 2: Mean Ratings and Standard Deviation of Business Education Lecturers on strategies for enhancing quality assurance in business teacher education programme in Nigerian universities?

(N=129)

s/n	Strategies for enhancing Quality Assurance	Mean	SD	Remark
1	Quality curriculum	2.76	0.84	Accepted
2	Quality text books	2.78	0.86	Accepted
3	Discipline of teachers	3.01	0.75	Accepted
4	Discipline of students	2.88	0.73	Accepted
5	Quality infrastructure	2.78	0.89	Accepted
6	Quality teaching facilities	2.90	0.76	Accepted
7	Good administrative policy	2.71	0.74	Accepted
8	Organizational policy	2.62	0.81	Accepted
9	Training and retraining of teachers	2.77	0.57	Accepted
10	Good admission policy	3.08	0.80	Accepted
11	Constant supervision of teachers	2.94	0.79	Accepted
12	Constant supervision of curriculum content taught	2.91	0.72	Accepted
13	Regular accreditation	3.15	0.78	Accepted
14	Assessing of quality of research	2.70	0.68	Accepted
15	Good governance	2.75	0.83	Accepted
	Grand mean	2.81	0.76	Accepted

The table presented reveals that, all the items are strategies for enhancing quality assurance in business teacher education programme in Nigerian universities since the mean ranges from 2.5 and above.

Testing of Hypotheses

1. There is no significant difference between male and female Business Education lecturers on their mean rating on criteria for measuring quality assurance in business teacher education programme in Nigerian universities

Table 3: Z-test mean rating of male and female Business Education lecturers on their mean rating on criteria for measuring quality assurance in business teacher education programme in Nigerian universities.

Variable categories	N	X	SD	Df	Z- Cal	Z- Crit	Level Sign.	Dec.	Rmk
Male lecturers	76	2.81	0.82	127	1.07	1.96	0.05	NS	Accepted
Female lecturers	53	2.73	0.78						

*P<0.05

Computed z-value (1.07) is less than 1.96 at 0.05 level of significance. The hypothesis which states that there is no significant difference between male and female Business Education lecturers on their mean rating on criteria for measuring quality assurance in business teacher education programme in Nigerian universities is therefore retained.

2. There is no significant difference between state and federal universities Business Education lecturers on their mean rating on criteria for measuring quality assurance in business teacher education programme in Nigerian universities.

Table 4: Z-test mean rating of state and federal universities Business Education lecturers on their mean rating on criteria for measuring quality assurance in business teacher education programme in Nigerian universities

Variable categories	N	X	SD	Df	Z- Cal	Z- Crit	Level Sign.	Dec.	Rmk
State universities lecturers	79	2.86	0.80	127	0.954	1.96	0.05	NS	Accepted
Federal universities lecturers	50	2.75	0.83						

*P<0.05

Computed z-value (0.954) is less than 1.96 at 0.05 level of significance. The hypothesis which states that there is no significant difference between State and Federal universities Business Education lecturers on their mean rating on criteria for measuring quality assurance in business teacher education programme in Nigerian universities is therefore retained.

- There is no significant difference between male and female Business Education lecturers on their mean rating on strategies for enhancing quality assurance in business teacher education programme in Nigerian universities.

Table 5: Z-test mean rating of male and female Business Education lecturers on their mean rating on strategies for enhancing quality assurance in business teacher education programme in Nigerian universities.

Variable categories	N	X	SD	Df	Z- Cal	Z- Crit	Level Sign.	Dec.	Rmk
Male lecturers	76	2.76	0.81	127	1.03	1.96	0.05	NS	Accepted
Female lecturers	53	2.64	0.86						

*P<0.05

Computed z-value (1.03) is less than 1.96 at 0.05 level of significance. The hypothesis which states that there is no significant difference between male and female Business Education lecturers on their mean rating on strategies for enhancing quality assurance in business teacher education programme in Nigerian universities is therefore retained.

- There is no significant difference between state and federal universities Business Education lecturers on their mean rating on strategies for enhancing quality assurance in business teacher education programme in Nigerian universities.

Table 6: Z-test mean rating of state and federal universities Business Education lecturers on their mean rating on strategies for enhancing quality assurance in business teacher education programme in Nigerian universities

Variable categories	N	X	SD	Df	Z- Cal	Z- Crit	Level Sign.	Dec.	Rmk
State universities lecturers	79	2.88	0.76	127	1.14	1.96	0.05	NS	Accepted
Federal universities lecturers	50	2.81	0.81						

*P<0.05

Computed z-value (1.14) is less than 1.96 at 0.05 level of significance. The hypothesis which states that there is no significant difference between State and Federal universities Business Education lecturers on their

mean rating on strategies for enhancing quality assurance in business teacher education programme in Nigerian universities is therefore retained.

Discussion

The study revealed the criteria for measuring quality assurance in business teacher education programme in Nigerian universities such as Level of job performance of business education graduates, ability to set up businesses without failure, research and publications, high administrative prowess, community service, status of curriculum, leadership quality, school infrastructure, teaching facilities, ability to deliver public lectures, teaching facilities, ability to cope with modern technology, accountability, organizational policy and professional exposure. This study is consistent with Chibuike (2013) and Nnorom, Gaius-Oke (2013) who earlier identified similar criteria for measuring quality assurance in Business Education programme. The study also revealed the following strategies for enhancing quality assurance in business teacher education such as: quality curriculum, quality text books, discipline of teachers, discipline of students, quality infrastructure, good administrative policy, organizational policy, training and retraining of teachers, good admission policy, constant supervision of teachers, constant supervision of curriculum content taught, regular accreditation, assessing of quality of research and good governance. This study is consistent with Chibuike (2013) and Nnorom, Gaius-Oke (2013) who earlier identified similar strategies for enhancing quality assurance in Business Education programme.

Conclusion

Business education is education for and about business which involves acquisition of relevant skills to enable the recipients function effectively in the world of work after graduation. Therefore, adequate criteria for measuring quality assurance in Business Education programme in Nigerian universities should be strictly adhered to. Strategies for stimulating qualities of teaching and learning to enhance quality assurance in Business Education should be properly carried out such as quality infrastructure, quality facilities, quality teacher, regular accreditation of programme and adequate curriculum in order to achieve the laudable objectives of establishing of the Business Education programme.

Recommendations

The following recommendations are made for the study.

1. Adequate qualified teachers should be employed by the school authorities.
2. Business Education curriculum should be widened to accommodate areas in marketing, accounting, office technology and management.
3. Quality supervision of programme should be regularly carried out by the school authorities.
4. Adequate teaching facilities and infrastructure should be provided by the school authorities.

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