

## Quality Assurance And Business Education Programme In Public Universities In Kwara State, Nigeria.

Zubair, Oladimeji Mansur<sup>1</sup>, Adedotun, Isiaka Adebayo<sup>2</sup>  
Abdulraheem, Ismail Kunmi<sup>3</sup>, Isiaq, Jamiu Owonwami<sup>4</sup>

Department of Educational Management, Faculty of Education,  
University of Ilorin

Department of Business and Management, Bath Spa University,  
Bath UK / Department of Educational Management and Counselling,  
Faculty of Education,

Al-Hikmah University, Ilorin

Department of Educational Management and Counselling,  
Faculty of Education, Al-Hikmah University, Ilorin

zubair.om@unilorin.edu.ng  
adebayo.adedotun23@bathspa.ac.uk  
abdulraheemismailkunmi@gmail.com  
isiaqowowanmi@gmail.com  
+234 7031082695/+35699816648  
+234 8140563217  
+234 9026119601  
+234 8112032288

### Abstract

*This study investigated quality assurance on business education programme in public universities in Kwara State. The study had three objectives, three research questions and three hypotheses. Descriptive research design was adopted for this study. The population for the study comprised 229 business education final year undergraduate students. The whole population was used as sample. The instrument titled Quality Assurance of Business Education Programme (QABEP) was used for data collection. The instrument was validated by two experts. The instrument reliability coefficient was 0.77. Data were collected from the universities with the support of two guided research assistant. Descriptive statistics of (mean and standard deviation) was used to answer the research questions, while t-test analysis was used to tests the hypotheses. The findings of study revealed that, there is no significant difference in the quality of lecturers teaching Business Education programme in the public universities in Kwara State t-value (1.37) and the yielded p-value (0.064). There is no significant in the quality of instructional resources for teaching Business Education programme in the public university in Kwara State t-value (1.22) and the yielded p-value (0.066). There is no significant in the quality of students' admission process for business education programme in the public university in Kwara State t-value (1.38) and the yielded p-value (0.072). Hence, all null hypotheses formulated were accepted. Based on the findings, it was concluded that there is no significant difference in business education programme in public universities in Kwara State. It was therefore recommended, among others, that the managements of public universities in Kwara State should continue to ensure that qualified lecturers are employed to teach business education courses in their institutions so as achieved its stated objectives.*

**Keywords:** Quality assurance, business education, quality of lecturers, public universities

## **Introduction**

Business Education is an important instrument for national development as it seeks to develop vocational skills, knowledge and attitudes needed for employment and advancement in a business career. It equips students with skills, knowledge and attitude needed to perform professionally as a business teacher and function effectively in the world of work. Amoor (2010) noted that business education plays significant role in the development of a nation through advancement of vocational skills and production of efficient human resources with saleable skills that can manage and handle sophisticated office technologies and information systems.

Business Education as part of the vocational education programmes studied in universities aimed at producing graduates with basic skills and practices in teaching profession and business minded individuals for national development. Efanimjor and Okolocha (2020) observed that the contents of business education curriculum in universities in Nigeria is structurally designed for students to acquire sufficient skills with which to create their own business ventures and also meets the requirement of the labour market. Similarly, Ajisafe et al (2015) stated the primary goal of business education is produce competent, skillful and dynamic business teachers, office administrators and businessmen and women that will effectively compete in the business world. Abdulkadir (2011) also noted that one of the important characteristics of business education programme is that, its products can function independently as self-employed and employer of labour. For the objectives of business education programme to be achieved in institutions, there must be adequate enhancing strategies that will ensure the production of quality graduates for national development. Such quality enhancing strategies will ensure the provision of adequate funding, effective monitoring and evaluation, review of programme, recruitment of quality staff, and use of quality course materials, effective assessment and development of staff as well as standardization of requirements for admission of quality students. The strategies put in place by institutions to ensure quality delivery of service in the system is referred to as quality assurance.

Quality assurance refers to the planned and systematic activities implemented in a system so that quality requirement for a product or service will be fulfilled. Omebe (2015) noted that quality assurance is the meeting or conforming to generally acceptable standard. It is the systematic management and assessment procedure adopted by higher education institutions and system in order to monitor performance against objectives, and to ensure achievement of quality outputs and quality improvements. Quality assurance is proactive measures put in place by a system so that the expected outcome is assured. Quality output can be ensured only if there is quality of input; hence, quality input will translate to quality products. Quality assurance is the continuous process of evaluating a process, system or programme so as to conform to expected standard. Bassey et al (2019) expressed that quality assurance are series of events, process and services that are rendered to ensure that there is proper control, organisation and coordination of school activities

to meet the expected quality. It involves various actions by institutions on business education programmes as to ensure control measures through the provision of quality lecturers, qualities of instructional resources and quality in admission process in the school.

Lecturer's quality plays greater role in the actualization of educational goal. They provide the needed skills to drive the wheels of educational instructions for the set objectives to be achieved. Lecturer quality in the context of this study can be seen as the specific characteristics required for effective delivery of the business education instructions by the lecturer so as to facilitate better understanding of the students, quality such as communication skills, classroom management skills, teacher-students relationship and teacher-knowledge of subject matter. Ojo (2018) stated that lecturer's quality affects his or her pedagogy, which in turn affects the students' ability to learn effectively. The quality of business education lecturer can be achieved if all the needed instructional resources that can facilitate his teachings are in place.

Instructional resources are tools that facilitate effective teaching and learning. Instructional resources play important role in the teaching and learning process. It makes learning more memorable, enhance understanding and elaborate concept in teaching and learning. Ile and Edokpolor (2021) opined that business education as one of the vocational education programme requires instructional materials for effective and quality delivery of practical aspect of the programme. The quality of the instructional resources influences the quality of teaching of business education programme, which have positive effect on students' learning and their performance. Some of the instructional resources needed for business education programme include; typing pool, computer laboratory, lecture rooms, library. The quality of instructional resources for business education programme is one of the determinants for students' admission into the programme.

University education in Nigeria is one of the most seek for by many candidates. Adeosun and Ebite (2019) observed that despite the increasing in number of universities in Nigeria, there is greater increase in the number of candidates seeking for admission each year. This has no doubt make selection of quality candidates into universities very tedious. One of the quality assurance practices put in place in order to ensure quality admission process and at the same time maintaining the selection of quality students is universities is Post Unified tertiary Matriculation Examination. Quality admission process will ensure quality students into business education programme.

The inability of schools to acquire relevant teaching materials together with the present emphasis on electronic driven method of teaching have generally posed a threat to quality business education programme in the university system. Anioke (2013) emphasized that business education programme in 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. 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. Egbenefu et al (2018) explained that business education graduates in most government parastatals are not well trained; most of them lack the basic knowledge to cope with the complexity in the technological world of work.

The inclusion of quality assurance in business education would ensure the quality of delivery, in terms of the input, process and output. Quality assurance would ensure quality provisions of all instructional resources needed to ensure that the stated objectives of business education programme is achieved. Seyi and Enilobo (2023) expressed that the desire for business education programme to meet the expected standard led to external measures, aside the internal mechanism within various universities all in the view to ensure standard and quality of the programmes. Some of the external measures include establishment of agencies to regulate, accredit and maintain acceptable standards of the programme (quality assurance in the training institutions). These agencies are National University Commission (NUC), National Commission for Colleges of Education (NCCE), Teacher Registration Council of Nigeria (TRCN). It has been observed that despite various measures (internal and external mechanism) put in place to ensure business education graduates are job providers and not job seekers, there are many business education graduates who are unemployed and still rely on the government for employment. This has raised questions about the quality of the programme in the universities despite the laudable objectives students stand to gain at the completion of the programme. It is based on this background that this study was carried out to examine the quality assurance of business education programme in public universities in Kwara State, Nigeria.

### **Statement of the Problem**

Ability to attain quality in Business Education programme in Nigerian universities, which seems to result from ineffective and inefficient delivery system, has been the bane of education programme in Nigeria and other developing countries at large. It is a pity that institutions offering Business Education have found themselves lagging behind in the realization of its objectives of the programme due to inherent quality system. Products of the programme are not well trained; they lack the necessary skills, attitude and knowledge needed for self-realization. As a result, the Nigeria economy has been denied the much needed benefits of the programme as its graduates cannot contribute to the economic development of the nation due to the fact that the stated objectives of the programme is not well conceived while they are in school. Hence, the study sought investigate quality assurance of business education programme in public universities in Kwara State, Nigeria.

### **Purpose of the Study**

The main purpose of this study was to examine the quality assurance of business education programme in public universities in Kwara State, Nigeria. Specifically, this study sought to:

1. Examine the quality of lecturers of business education in the public university in Kwara state, Nigeria.
2. Examine the quality of instructional resources for business education programme in the public university in Kwara state, Nigeria.

3. Examine the quality of the students admission process for Business Education

### **Research Questions**

The following research questions were raised to guide the study:

1. What are the qualities of lecturers of Business Education programme in public university in Kwara state, Nigeria.
2. What are the qualities of the instructional resources for Business Education programme in the public university in Kwara state, Nigeria.
3. What are the qualities of the students' admission process for Business Education programme in the public university in Kwara state, Nigeria.

### **Research Hypotheses**

The following hypotheses were formulated to guide the study:

Ho<sub>1</sub>: There is no significance difference in the quality of lecturers of Business Education programme in the public university in Kwara state, Nigeria.

Ho<sub>2</sub>: There is no significance difference in the quality of the instructional resources for Business Education programme in the public university in Kwara state, Nigeria.

Ho<sub>3</sub>: There is no significance difference in the quality of the students' admission process for Business Education programme in public university in Kwara state, Nigeria.

### **Methodology**

This study adopted descriptive survey of correlational type. Descriptive survey research design was considered as most appropriate for this study as it enables the researcher to describe the situation as it exists without manipulating any factor or variable in the course of carrying out this study. The population for the study comprised 229 business education final year undergraduate students. 146 students are selected from the University of Ilorin and 83 from the Kwara State University, Malete. Based on the population size, the researcher used the whole population; this is because the population is manageable. A self-designed instrument titled "Quality Assurance and business Education Programme Questinnaire" (QABEPQ) was used to elicited response from the respondents. The instrument consisted of 12 items which was measured on a four point rating scale of Strongly Agree (SA= 4 points), Agree (A= 3 points), Disagree (D= 2 points) and Strongly Disagree (SD= 1 point). The instrument was divided into two parts; sections A and B.

Section A sought personal information of the respondent while Section B was further divided into three parts; part I are items on qualities of lecturers which addressed research question 1, part II were items on research question 2 relating to qualities of instructional resources while part III were items on qualities of students' admission. The instrument was validated by three experts from Business Education

Unit, Department of Educational Management University of Ilorin, Ilorin. The reliability was ascertained through Kuder Richards formula (K-R 21) and a reliability coefficient of .71 obtained. Mean and standard deviation was used to answered the research questions while t-test was used to test the hypotheses.

**Results**

**Research Question 1:** What are the qualities of lecturers of Business Education programme in the public universities in Kwara State?

**Table 1:** Qualities of Lecturers of Business Education Programme in the Public Universities in Kwara State, Nigeria.

S/N	Item Statements	Mean	SD	Remark
1.	Business education lecturers have class room management skills.	2.86	0.14	Agree
2.	Business education lecturers have good mastery of business education courses.	3.00	0.49	Agree
3.	Lecturers in business education in my school are business education specialists.	3.55	0.43	Strongly Agree
4.	Lecturers in business education do take us through practical expect of our courses.	3.50	0.23	Strongly Agree
<b>Weighted Average</b>		<b>3.23</b>	<b>0.43</b>	<b>Agree</b>

**Source:** Field Survey, 2023

Table 1 revealed the qualities of lecturers of business education programme in public universities with mean ratings ranged from 2.86 to 3.55 and weighted mean of 3.23. Qualities of lecturers had weighted mean score of 3.23, which was greater than the benchmark of 2.50. The respondents agreed that there are qualities lecturers in business education programme in public universities in Kwara State.

**Research Question 2:** What are the qualities of the instructional resources for Business Education programme in the public universities in Kwara state, Nigeria?

**Table 2:** Qualities of instructional resources employed in teaching business education programme in the public universities in Kwara State, Nigeria.

S/N	Item Statements	Mean	SD	Remark
1.	Our typing pool laboratory for keyboarding practical class is well furnished with quality typewriters and computers	2.16	0.13	Disagree
2.	The computers in the laboratory are enough to cater for each students in the department	3.10	0.19	Agree
3.	The lecture rooms for business education programme are conducive for teaching and learning	3.75	0.43	Strongly Agree
4.	Business education library is well equipped and stocked with texts needed for business education programme	3.66	0.63	Strongly Agree
<b>Weighted Average</b>		<b>3.17</b>	<b>0.35</b>	<b>Agree</b>

**Source:** Field Survey, 2023

Table 2 revealed the qualities of instructional resources employed in teaching business education programme in public universities with mean ratings ranged from

2.16 to 3.75 and weighted mean of 3.17, which is above the benchmark of 2.50. Based on the finding, the respondents agreed that qualities instructional resource were used in teaching business education programme in public universities in Kwara State.

**Research Question 3:** What are the qualities of the students' admission process for Business Education programme in the public universities in Kwara state, Nigeria?

Table 3: Qualities of students' admission process for business education programme in public universities Kwara State, Nigeria.

S/N	Item Statements	Mean	SD	Remark
1.	Admissions into public universities in Kwara State have become a big issue over the years	3.16	0.23	Agree
2.	Candidates are admitted into public universities in Kwara State based on influence and not merit	2.10	0.12	Disagree
3.	Post UTME examination is conducted for admission into the universities test in intellectual capabilities of the candidates	3.15	0.43	Agree
4.	Catchment area influences students' admission process in public universities in Kwara State	3.56	0.63	Strongly Agree
<b>Weighted Average</b>		<b>2.99</b>	<b>0.14</b>	<b>Agree</b>

Table 3 revealed the qualities of students' admission process for business education programme in public universities with mean ratings ranged from 2.10 to 3.56 and weighted mean of 2.99, which is above the benchmark of 2.50. Based on the finding, the respondents agreed that admission into public universities in Kwara State is of quality and based on merit.

**Hypotheses Testing**

**Ho<sub>1</sub>:** There is no significant difference between qualities of lecturers and Business Education programme in the public universities in Kwara State based on institutions.

Table 4: Differences between qualities of lecturers and business education programme in public universities in Kwara State based on institutions.

University type	N	$\bar{X}$	SD	Cal. t-value	p-value	Decision
University of Ilorin	134	4.23	1.82	1.37	0.064	Ho <sub>1</sub> Accepted
Kwara State University, Malete	95	4.39	1.44			

Table 7 showed the calculated t-value (1.37) and the yielded p-value (0.064) that is greater the level of significance (0.05). Hence, the hypothesis which stated that

there is no significant difference in the quality of lecturers teaching Business Education programme in the public university in Kwara State is accepted. This shows that there is no significant difference in the quality of lecturers teaching Business Education programme in the public universities in Kwara State.

**Ho<sub>2</sub>:** There is no significant difference between qualities of instructional resources and Business Education programme in public universities in Kwara State base on institutions.

Table 5: Differences between qualities of instructional resources and business education programme in public universities in Kwara Statebase on institutions.

University type	N	$\bar{X}$	SD	Cal. t-value	p-value	Decision
University of Ilorin	134	3.59	1.26	1.22	0.066	Ho <sub>4</sub> Accepted
Kwara State University, Maletе	95	3.68	1.41			

Table 5 showed the calculated t-value (1.22) and the yielded p-value (0.066) that is greater the level of significance (0.05). Hence, the hypothesis which stated that there is no significant difference in the quality of instructional resources for teaching Business Education programme in the University of Ilorin and Kwara State University is accepted. This shows that there is no significant difference in the quality of instructional resources for teaching Business Education programme in public universities in Kwara State.

**Ho<sub>3</sub>:** There is no significant difference between qualities of students' admission process and business education programme in public universities in Kwara State base on intuitions.

**Table 3**

Differences in the Quality of students' admission process and business education programme in public universities in Kwara State base on institutions.

University type	N	$\bar{X}$	SD	Cal. t-value	p-value	Decision
University of Ilorin	134	3.81	1.39	1.38	0.072	Ho <sub>5</sub> Accepted
Kwara State University, Maletе	95	3.70	1.11			

Table 11 shows the calculated t-value (1.38) and the yielded p-value (0.072) that is greater the level of significance (0.05). Hence, the hypothesis which stated that there



is no significant in the quality of students' admission process for business education programme in public universities in Kwara State is accepted. This shows that there is no significant in the quality of students' admission process for business education programme in public universities in Kwara State.

### **Discussion of Results**

The findings of hypothesis 1 revealed that there is no significant difference in the quality of lecturers teaching business education programme in the public university in Kwara State. This shows that all the business education lecturers in the public universities possess the same quality. This agrees with the view of Ile and Edokpolor (2021) that business education lecturers are trained to perform the same task of equipping students with skills and knowledge needed to be self-reliant.

The findings of hypothesis 2 revealed that there is no significant difference in the quality of instructional resources for teaching business education programme in public universities in Kwara State. This finding conformed to the submission of Oduma et al.(2021) that instructional resources for teaching of business education should be of good quality in all Nigerian universities.

The findings of hypothesis 3 revealed that there is no significant difference in the quality of students' admission process for teaching business education programme in public universities in Kwara State. This shows that the admission processes in the universities are the same. This finding was in line with the submission of Taiwo (2011) that the quality of students' admission into the public universities in Nigeria is encouraging, as the catchment area, students' performance in UTME and Post-UTME are given thorough consideration.

### **Conclusion**

Quality assurance is of significance for business education programme in public universities. The objectives of business education programmes in public universities in Kwara State can only be achieved if there is adequate provision of quality lecturers, quality instructional resources and quality admission process of students that will undertake the programme. It is also revealed that there is no significant difference in business education programme in public universities in Kwara State in terms of quality of lecturers, quality of instructional resources for teaching and learning of business education and in terms of their admission process.

### **Recommendations**

The following recommendations were made:

- i. The managements of public universities in Kwara State should continue to ensure that qualified lecturers are employed to teach business education so as achieve its stated objectives.
- ii. Government and other public universities management should be encouraged on the provision of relevant instructional resources which would

- help facilitate effective teaching and learning of business education.
- iii. The quality of admission process in universities should be upheld, so as to ensure the quality of students to undertake business education programme.

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