QUALITY ASSURANCE IN BUSINESS TEACHER EDUCATION IN COLLEGES OF EDUCATION IN NIGERIAN

Nwachukwu Chinwe I
Nwenduinita@gmail.com
Business Education Department
School of Vocational Education
Federal College Of Education, Yola

Husayn Mahmud
Business Education Department
School of Vocational Education
Federal College Of Education, Yola

Abstract
The study examined quality assurance in the production of Business Education Teachers in line with the National Commission for Colleges of Education (NCCE) minimum standard and their compliance in the three departments of Business Education Programme in tertiary institutions in Adamawa State. Three research questions guided the study and a 60 item questionnaires structured in 4-point rating scale was administered to 50 respondents. Mean with standard deviation was used to analyze the data collected. The findings revealed that there was parity in the prescribed criteria and what is utilized for teaching/learning in these institutions but only for the qualifications for employing the teaching staff is adhered to. It was recommended among other things that NCCE Accreditation visitation team should insist on strict match between what is prescribed and what is available, whether it is adequate for teaching/learning before granting permission to institutions for the production of Business Education Teachers for quality assurance.

Introduction
Quality assurance in Business Teacher Education boarders on the qualitative and quantitative perspective of business teachers in the education programme. Teachers are regarded as key factors in the operation and for the success of educational programme. “The nation's performance in the education sector over the decades is below expectations”. Federal Republic of Nigeria (2004) maintains that no nation can rise above the quality of its educational system. This means that the quality and quantity of education in the whole system rotate around quality teachers which link directly to the overall development of the nation. The provision of qualitative and quantitative business teachers depends on existing teacher training programmes, which is challenged by the rapidly growing demand for education. It is no gain saying that quality of teachers and excellence in teaching is the congruence of clearly conceived, designed, implemented and faithfully operated teacher education (Okoye, 1996).

Business Education according to Adukwu (2008) is the aspect of the total education programme which provides the knowledge, skill, understandings and attitudes needed by an individual to perform wisely in the business world as a producer or consumer of the goods and services which business offers. Nwachukwu (2011) also defines Business Education as that broad area of knowledge that deals with a nation's enterprise system. That it identifies and explains the role of business as a nation's economic institution and provides content and experiences that prepare workers and consumers in nation's society. In the same vein Nwosu (2000) stated that Business Education is the type of education that is described as important to the people, to society and to the economy of the nation. The implication here is that business education takes the lead in determining the state of the nation's economy most especially in the area of manpower development.

Business education can make a major contribution to the integration of general or basic business subjects into the business teacher education programme. Six essential components that make up the business teacher education programme can be identified, viz: general education, general or basic business knowledge, professional education component secretarial, accounting, marketing and distribution component (Osuala, 2009). This kind of Business Teacher Education with adequate academic and professional orientation is advocated for Nigeria, but as Osuala (2009) puts it, most business teacher education programme in Nigeria show a general lack of some of the above components.

Quality assurance is the systematic measure, comparison with a standard, monitoring of process and an associated feedback loop that corrects error prevention. Based on the above explanations, quality assurance in business Teacher education can be likened to the production function in industries. By this inference, quality assurance involves ensuring that all intermediate products in the production line conform as much as possible to specification. Teacher Education is expected to produce teachers who are professionally skilled for all levels of the education system (FRN, 2004). If we apply the production function theory to it, it follows that quality assurance in business teacher education requires that each of the three components of production which is input, process and output must be of optimal quality in teacher training. Quality business teacher education should start from the entry point through the training process to graduation.

Egbita, Owodunni and Egbujuo (2011) agreed that quality assurance is the extent to which an institution provides an educational environment which enables students to effectively achieve worthwhile learning goals including right to academic standard. This implies that the products of the education system are able to solve the environmental and social needs of that nation. Okebukola (2000) opined that quality assurance simply means fitness for purpose. Therefore, if the quality of an education system does not fulfill the purpose for which it is set, means that it is of low quality.

The ultimate goal of Nigeria for establishing the National Commission for Colleges of Education (NCCE) in 1989 Education Act and the Amendment Act 12 of 1993, was for a primary mandate of supervising higher education in the country, in line with the utmost importance accorded to quality teacher education, business education teachers inclusive, by the Federal Government (FRN, 2013). The business education teachers must be well equipped to carry out this responsibility of quality assurance in education. Badmus (2005)
supporting the above statement, maintained that for education to be qualitative, the teacher who is the instrument of transfer must first be qualitatively equipped to perform the task.

The philosophy of Business Education in Colleges of Education is to make the Business Educators understand the concept and philosophy of the National Policy on Education inclusive shall continue to be given major emphasis in all educational planning and development. While it's objectives is to produce:

- well qualified and competent NCE graduates in business subjects who will be able to teach business subjects in our secondary schools and other related educational institutions,
- NCE business teachers who will be able to inculcate the vocational aspects of Business Education into the society,
- NCE Business Teachers who will be involved in the much desired revolution of vocational development right from the Primary and Secondary schools,
- to equip students with necessary competencies so as to qualify them for a post NCE degree programme in Business Education,
- to equip graduates with the right skills that will enable them to engage in a life of work in the office as well as for self-employment (FRN, 2013).

Quality assurance in business education is synonymous to the development in the society which is determined by the quality and quantity of the teacher which, of course, depends on the understanding of what the profession is all about. The basic characteristics of a profession as Muhammad and Luku (2011) noted include:

- A sustainable body of knowledge which the professional needs to acquire;
- A lengthy period of training before joining the profession;
- Self governed and publicly accountable.

Quality Assurance Measures by Federal Government

The decision of the Federal Republic of Nigeria (2004) stated that “…teacher education, Business Teacher Education inclusive shall continue to be given major emphasis in all educational planning and development. The NCCE Minimum Standards stipulated criteria for admission of students, recruitment of staff, provision of teaching and learning facilities and curricula content to be adhered to by all teacher training institutions in Nigeria. Specifically the NCCE stipulated that:

- Business education student teacher to be admitted should satisfy the entry requirements of SSCE and TTC Grade II;
- Teachers to possess at least 1st degree with 2nd class lower;
- Teaching and learning facilities with due consideration to student population etc.

Statement of the Problem

The future of any nation depends on the quality of its educational system which in turn depends on the quality of teachers. This is why Nigeria has stated as one of its national development goals as “the acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live and contribute to the development of the nation” (FRN, 2004) section 1 sub-section 7(d). This is in line with the definition of business education as an aspect of Technical and Vocational Education and as Nwachukwu (2010) opined that it enables the acquisition of skills and development of attitudes and knowledge which will enable young people to play their part in the society and help them to be self-reliant. The saying that no educational system can rise above the quality of its teachers and that no nation can rise beyond the level of its teachers means that the role of the teacher and teacher education programmes in national development cannot be over-emphasized.

Business teacher education programme is structured to equip business teachers with the necessary knowledge, attitude and skills for effective teaching. Unfortunately lapses and inadequacies have plagued the process of business teacher education programme in Nigerian Colleges of Education so that the desired quality in business teacher production is not achieved. The present business teachers can no longer create the desirable quality in the behavior of learners, as Adirole & Igboanugo (2012) stressed that technology has changed the content, nature, procedure, tools and practices of virtually every human endeavor. They maintained that these changes cannot be ignored as no nation, profession or even person can expect to develop in the 21st century without making attempt to follow the trend of technology. This is why Nwosu (2005) pointed out that in the 21st century, our laboratories are still empty and the curriculums are still outdated. How can the business teachers possess the skills and competencies required to perform in this technological era when there is inadequate teaching/learning facilities in the business teacher education programme. The FRN has put in place quality assurance measures to achieve quality in business teacher education by institutions that produce these teachers. The study tends to examine the extent of compliance to these quality assurance measures by Colleges of Education as stated in the NCCE minimum standard.

Purpose of the Study

The purpose of the study is to examine the extent of compliance to quality assurance measure by Colleges of Education. Specifically the study will examine the extent of compliance to:

- Teacher's qualification at the point of employment and other accreditation requirements;
- Provision of teaching/learning facilities in the business education department; and
- Issues relating to quality assurance in preparation of business teachers
Research Questions
The study will be guided by 3 research questions to achieve the above objectives:

I) To what extent do Colleges of Education adhere to minimum standard requirements;

ii) To what extent are the teaching/learning facilities available in the business education department in Colleges of Education; and

iii) What are the issues related to quality assurance in preparation of business teachers in Colleges of Education?

Methods
The survey research technique of data collection was used in this study. A survey research design is one which involves the assessment of public opinion using collection of detailed description of existing phenomena with the intent of using the data to justify current condition and practices or to make better plans for improving phenomenal. This method was appropriate for this study because it uses questionnaire to seek information from respondents.

Population
The population for this study comprises all the business education teachers from the 3 departments of business education in the above institutions. The number of business teachers in the three departments was manageable therefore all was used as follows:

i) Federal College of Education, Yola = 16

ii) College of Education, Hong = 14

iii) VTE Department, M.A.U.T. Yola = 20

TOTAL POPULATION = 50

Data Collection and Analysis
The instrument for the study was a questionnaire containing 60 items structured on a 4-point rating scale. Research question 1 was divided into two sections (A&B); section A was used to ascertain the qualifications of teacher and their areas of specialization at the point of employment, while section B was structured Highly Adequate (HA), Averagely Adequate (AA), Adequate (A), and Not Adequate (NA). Research question 2 was structured Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) and Research question 3 was structured Highly Available (HA), Moderately Available (MA), Available (A), and Not Available (NA) all was rated 4 1 points respectively. It was validated by experts from the School of Science and Vocational Education, Modibbo Adama University of Technology, Yola. The instrument was subjected to a reliability test to ascertain the internal stability of the questionnaire items, and a reliability index of .70 was gotten. The questionnaire was administered to respondents direct and collected on the spot. Mean and standard deviation was used to analyze the research questions. A mean of 2.5 and above was accepted while any mean less than 2.5 were rejected.

Research question 1(a)
What qualifications do Business Education Teacher's possess at the point of employment in Colleges of Education?

Research question 1(b)
What is the extent of adherence to Accreditation Requirement in Colleges of Education?

Table 1: Mean responses of business teachers on the school adherence to accreditation requirement for quality assurance

<table>
<thead>
<tr>
<th>S/N</th>
<th>Adherence to Accreditation Requirement</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Implementation of curriculum/content</td>
<td>2.9400</td>
<td>.76692</td>
<td>accepted</td>
</tr>
<tr>
<td>2</td>
<td>Class population</td>
<td>2.1400</td>
<td>1.03036</td>
<td>rejected</td>
</tr>
<tr>
<td>3</td>
<td>Admission policy of students</td>
<td>2.5000</td>
<td>.93131</td>
<td>accepted</td>
</tr>
<tr>
<td>4</td>
<td>Entry requirements of trainees</td>
<td>2.5400</td>
<td>1.01439</td>
<td>accepted</td>
</tr>
<tr>
<td>5</td>
<td>Introduction of ICT materials for teaching/learning</td>
<td>1.8600</td>
<td>.96911</td>
<td>rejected</td>
</tr>
<tr>
<td>6</td>
<td>Review of minimum standard</td>
<td>2.2600</td>
<td>1.22574</td>
<td>rejected</td>
</tr>
<tr>
<td>7</td>
<td>Supervision of instruction and teaching effectiveness</td>
<td>1.6600</td>
<td>.47852</td>
<td>rejected</td>
</tr>
<tr>
<td>8</td>
<td>Audit and review of the system to meet demand</td>
<td>2.2400</td>
<td>1.23817</td>
<td>rejected</td>
</tr>
<tr>
<td>9</td>
<td>Effective supervision of teaching practice</td>
<td>1.8800</td>
<td>1.34983</td>
<td>rejected</td>
</tr>
<tr>
<td>10</td>
<td>Provision of canteen and clinic for staff and students</td>
<td>2.5400</td>
<td>1.01439</td>
<td>accepted</td>
</tr>
<tr>
<td>11</td>
<td>Provision of indoor games and sporting facilities for staff and students</td>
<td>2.5000</td>
<td>.93131</td>
<td>accepted</td>
</tr>
</tbody>
</table>

In Table 1 above items 1, 3, 4, 10 and 11 was accepted as accreditation requirement being adhered to by the departments of business education in tertiary institutions in Adamawa State. The remaining 6 items was rejected, this means that the departments do not adhere to all accreditation requirement as prescribed in the minimum standard for quality assurance.

Research question 2
What is the Issues Relating to Quality Assurance in Preparation of Business Teachers?

Table 2: Mean response of business teachers on issues relating to quality assurance

<table>
<thead>
<tr>
<th>S/N</th>
<th>Quality Assurance in Business Teacher Education Programme</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Acquire certain standards &amp; skills both in training and knowledge base</td>
<td>3.3600</td>
<td>.56279</td>
<td>accepted</td>
</tr>
<tr>
<td>13</td>
<td>Reasonable personal standards of achievement for effective teacher</td>
<td>3.2600</td>
<td>.52722</td>
<td>accepted</td>
</tr>
<tr>
<td>14</td>
<td>Continually develop teaching skills &amp; refine professional judgment</td>
<td>3.3600</td>
<td>.48487</td>
<td>accepted</td>
</tr>
<tr>
<td>15</td>
<td>Efficient &amp; effective teacher preparation programme</td>
<td>3.4000</td>
<td>.63888</td>
<td>accepted</td>
</tr>
<tr>
<td>16</td>
<td>Competent knowledge about teaching</td>
<td>3.4200</td>
<td>.98957</td>
<td>accepted</td>
</tr>
<tr>
<td>17</td>
<td>Obtaining entry requirement into the teaching profession</td>
<td>4.0000</td>
<td>5.69282</td>
<td>accepted</td>
</tr>
</tbody>
</table>
In Table 2 above, all the 15 items were accepted as issues relating to quality assurance with mean response of about 3.0, 4.0.

**Research question 3**
What are the Teaching/Learning Facilities available for teaching and learning in the Business Education institution?

<table>
<thead>
<tr>
<th>S/N</th>
<th>Instructional Materials, Equipment and infrastructural facilities</th>
<th>Mean Std. Deviation</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>Functional typing pool</td>
<td>2.7600</td>
<td>0.82214</td>
</tr>
<tr>
<td>28</td>
<td>Computer lab</td>
<td>2.2400</td>
<td>1.00122</td>
</tr>
<tr>
<td>29</td>
<td>Functional model office</td>
<td>2.2200</td>
<td>0.13589</td>
</tr>
<tr>
<td>30</td>
<td>Classroom facilities</td>
<td>2.3200</td>
<td>0.71257</td>
</tr>
<tr>
<td>31</td>
<td>Textbooks and journals</td>
<td>2.3000</td>
<td>0.81441</td>
</tr>
<tr>
<td>32</td>
<td>Departmental library</td>
<td>2.2600</td>
<td>0.92162</td>
</tr>
<tr>
<td>33</td>
<td>Opportunity for field trip</td>
<td>2.0000</td>
<td>0.94761</td>
</tr>
<tr>
<td>34</td>
<td>Opportunity for internship training</td>
<td>2.1200</td>
<td>0.84853</td>
</tr>
<tr>
<td>35</td>
<td>Overhead projector</td>
<td>2.1400</td>
<td>0.92604</td>
</tr>
<tr>
<td>36</td>
<td>Tape recorders and audio visuals</td>
<td>1.9600</td>
<td>0.98892</td>
</tr>
<tr>
<td>37</td>
<td>Opportunity for teaching practice</td>
<td>3.0200</td>
<td>0.93656</td>
</tr>
<tr>
<td>38</td>
<td>Functional business centre for practical teaching</td>
<td>1.8600</td>
<td>0.94782</td>
</tr>
<tr>
<td>39</td>
<td>Photocopying machine</td>
<td>2.0200</td>
<td>1.11557</td>
</tr>
<tr>
<td>40</td>
<td>Adding machine</td>
<td>2.1200</td>
<td>0.93982</td>
</tr>
<tr>
<td>41</td>
<td>Duplicating machine</td>
<td>2.0600</td>
<td>1.16776</td>
</tr>
<tr>
<td>42</td>
<td>Scanning machine</td>
<td>1.7800</td>
<td>0.86402</td>
</tr>
<tr>
<td>43</td>
<td>Stop watch</td>
<td>2.3200</td>
<td>1.09619</td>
</tr>
<tr>
<td>44</td>
<td>Stapling machine</td>
<td>1.8800</td>
<td>0.98229</td>
</tr>
<tr>
<td>45</td>
<td>File cabinets</td>
<td>2.3600</td>
<td>0.87505</td>
</tr>
</tbody>
</table>

In Table 3 above, only items 27, 37 and 55 have a mean response of 2.7 and 3.0. This shows that departments of business education have a comfortable typing pools, sitting arrangement and that there is opportunity for teaching practice during the time of business teacher training but the remaining 33 items that was rejected had a mean below 2.5 which show that the teaching/learning facilities are either not available or not adequate with regards to the number of students in the class as prescribed by the minimum standard.

**Discussion of Findings**
From the results of the data analysis made, it revealed that the departments of business education in tertiary institutions under review do not adhere strictly to the prescribed criteria in the minimum standard except for the employment of business teachers. All the 50 business teachers that responded to the questionnaire had at least 1° degree with 2° class honour or HND at the point of employment in different areas of business education, as indicated in their response to questionnaire items section A. The indication here is that in employment of lecturers in department of business education, the prescribed criteria is maintained. Apart from teachers’ qualification, other criteria such as items 1, 3, 4, 10 and 11 mentioned in Table 1 above was accepted as being adhered to but other remaining 7 items were not. In Table 2, all the 15 items were accepted as issues relating to quality assurance which most of the time is not found as practice in teacher training and performance. Also in Table 3, items 27, 37 and 55 was accepted indicating that the departments have a functional typing pools, comfortable sitting arrangement and opportunity for teaching practice as part of the training programme, but all the other 33 items required in the training of the business teachers are either lacking or not adequate in the departments.

The result from the three tables leads to the general agreement that the departments of business education in the institutions under review do not adhere to the prescribed criteria in
the actual performance. This situation has a lot of implications for quality assurance in the production of business teachers. From indication, if the-would-be teacher does not possess the pre-requisite ability on which basis the prescribed teacher education curriculum will be built, no matter the amount of effort put in and the qualification of teachers, quality will not be assured because it would mean building on a shallow foundation and no one has ever succeeded building on a faulty foundation.

The importance of issues relating to quality assurance cannot be over emphasized as no teacher will perform effectively and efficiently if those issues are not met in his life. The issue of provision of teaching/learning facilities is of vital importance in the training programme of any sort and that of teacher training especially, because they will not only learn to use these facilities but will at the same time transfer the knowledge and usage to others. If they have not been taught using the facilities, how can they demonstrate the usage to learners, no effective teaching can take place without the provision and use of teaching/learning facilities. Therefore, for the 33 items in table 3 to be rejected as not adequate or completely not available shows that the facilities for teaching/learning as prescribed are not available in these departments.

Quality assurance demands the use of appropriate and adequate teaching facilities. In the same vein, it is expected that the teaching/learning environment should be conducive for both teachers and learners. Unfortunately, most school's environments are not conducive for learning as observed by Egbita et al (2011). Okebuokola (2000) wrote "...students in our tertiary institutions have the opportunity to relate theories to practice as teaching/learning facilities are in short supply". It personally observed in the school I attended and where I am teaching presently that the few facilities that are always available in these departments during accreditation periods are borrowed and returned immediately the panel of accreditation is gone.

Conclusions

In this age of information and knowledge explosion, limiting teaching/learning to obsolete materials and outmoded teaching methods cannot bring about quality assurance desired in business teacher education in this millennium. If qualified teachers are employed and the issues relating to quality assurance are not met in their life and performance, the process for quality will be adversely affected as the teachers will not put in their best in the performance of their duty.

The study has revealed that the departments of business education in the institutions under review were at variance in terms of teaching/learning facilities and other requirements for quality assurance as prescribed by NCCE minimum standard. Although from the data collected, all the business teachers studied had the prescribed qualification at the point of employment as indicated on their response to the questionnaire items, but if there are no facilities and other issues mentioned, effective teaching will be affected adversely and at the end, quality will not be assured in the production of business teachers who will in turn prepare the youths for the future..

Recommendations

The study recommends the following to ensure quality in the production of business teachers in Colleges of Education:-

- The issues relating to business teachers as to maintain quality should be treated as vital;
- The status of business teachers and teaching profession must be raised in line with the Teachers' Registration Council of Nigeria guidelines;
- The entry requirement of students should be met before admission to be prepared as a business teacher;
- The teacher/student ratio of 1/20 for practical classes should be maintained;
- Modern facilities should be provided for teaching in business education departments in consonance with the student population;
- Accreditation panel should insist on match between prescribed and provision on ground;
- Schools/departments should desist from borrowing facilities but try to provide their own no matter how small;
- Procurement of facilities should be included in yearly allocation of institutions;
- Internally generated fund should not be the basis of admitting students more than the schools can properly take care of both academically and otherwise.

References


