STUDENTS AND LECTURERS' PERCEPTIONS OF THE ROLE OF GOVERNMENT AGENCIES AND STRATEGIES IN QUALITY ASSURANCE IN BUSINESS EDUCATION IN GOVERNMENT UNIVERSITIES IN EDO STATE

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Abstract
There has been growing concern over the declining quality of higher education in Nigeria in recent times. Against this background, this study investigated the perceptions of students and lecturers on the role of National Universities Commission (NUC) and its activities, Students' Industrial Work Experience Scheme (SIWES) and Teaching Practice which are government agencies and strategies in achieving quality assurance in business education programmes in two public universities in Edo State. The population comprised 469 final year students and all lecturers, associate lecturers and instructors of business education in University of Benin, Benin City and Ambrose Alli University, Ekpoma. The study employed a descriptive survey design and the study sample was one hundred and twenty (120) final year business education students and all the twenty-eight (28) lecturers from the population totaling one hundred and forty-eight (148). Students were sampled using the proportionate random sampling while all the lecturers, associate lecturers and instructors were used because of smallness of size. A questionnaire which was validated by experts in measurement and evaluation for content validity with a reliability coefficient of 0.75 was the instrument used to gather data from the field for the purpose of the study. The results revealed that both students and lecturers have positive perceptions about the roles of these government agencies and strategies. They supported these strategies in achieving quality assurance in business education in Nigerian universities even though the lecturers have higher perceptions than the students. It was therefore, recommended that these agencies and strategies should continue in their quality assurance activities so that the culture of quality assurance could be sustain in both inputs, processes and products of business education taking into cognizance national needs and global trends amongst others.
Introduction

Education is the tool used for the integration of the individual into the society to achieve self-realization, develop national consciousness, promote national unity and strive for social, economic, political, scientific, cultural and technological progress (Afe). The implication of this is that the needs and problems of the society should be central to the educational system of any nation. More importantly, the federal government of Nigeria believes that one sure route that the country's developmental objectives can be actualized is through education, especially vocational and technical education of which business education is a part as reflected in the National Policy on Education (2004). Meanwhile, Aneke (1986) stated that business education is an educational process or context, which has the primary aim of preparing people for roles in enterprises; such roles could be as employee, entrepreneur, employer or simply as self-employed. Osuala (1998) further remarked that business education is a programme of instruction which provides students with information and competencies required by all in managing personal business affairs and to render services in the business world. The National Policy on Education (2004), documented business education to be a part of vocational and technical education offered in Nigerian tertiary institutions with the aim to impart the necessary skills to individuals who shall be self-reliant economically.

In the era of globalization and information and communication technology, the quality of education in Nigeria has become doubtful, university education not excluded. Parents, governments, politicians and even students have started to doubt the quality of our university programmes and business education is not spared. Osazuwa (1995) lamented that the story of Nigeria's educational contributions to job performance and productivity appears less than commendatory. It appears that the major crisis rocking the Nigerian university education presently, business education inclusive, is the issue of quality assurance. In a report of the Word Bank sponsored research study on the state of the Nigerian graduates, it was discovered that Nigerian university graduates of the past decade are poorly trained and unproductive on the job (Aalbi, 2001; Aduwa-Ogiegbaen and Iyamu, 2005) cited in (Arasowman and Omeneke, 2007). Consequently, there is so much pressure on universities' management to improve on their quality, accountability, increased productivity, and relevance to the society (Toby, 2000). Meanwhile, Chowdury (2008) noted that formal education and its structure have gone through dramatic changes: face-to-face to online, the course content, nature of learners, and organizational structures. With this development, the concept of quality has become an intrinsic component of the education process for its success.

Quality assurance is the process of ensuring that a product or service is fit for its purpose and not just made to the specification. Idfialu (2007) defined quality as standards of something as compared to other things i.e. the degree of goodness or excellence. Meanwhile, Materu (2007) noted that quality refers to “fitness for purpose” meeting or conforming to generally accepted standards as defined by an institution, quality assurance bodies and appropriate academic and professional communities. According to UNESCOInternational Institute for Educational Planning (2009), quality assurance has two underlying broad objectives: control/accountability and improvement. Control/accountability relates to processes which assess whether minimum standards are in place in a higher education institution or programme. Quality improvement identifies developmental processes, such as the strengths and weaknesses of institutions and their academic provision.

As a result of Nigeria's quest for quality education, so many agencies and strategies such as the National Universities Commission (NUC), Students' Industrial Work Experience Scheme (SIWES) administered by the Industrial Training Fund (ITF), and Teaching Practice Experience have been put in place by the Federal Government of Nigeria to achieve quality assurance in higher education programmes in the country. The National Universities Commission (NUC) is a federal government commission which was established in 1962 to promote quality higher education in Nigeria. NUC's major quality control objectives are to lay down minimum academic standards in the Federal Republic of Nigeria and to accredit universities' degrees and other academic awards. (http://www.nuc.edu.ng/pages/pages.asp?id=31).

The Students' Industrial Work Experience Scheme (SIWES) on the other hand, is an Industrial Training Fund's agency which was established in 1973 by the federal government to bridge the gap between school and work. The the Students Industrial Work Experience Scheme SIWES is a skill development program designed to prepare students of universities, polytechnics/monotechnics, and colleges of education for transition from the school environment to work (Akerejola, 2008) and also to supplement the theoretical learning of students with practical industrial activities in their various disciplines (Wodi, 2009).

Teaching practice is an experience for pre-service teachers in all Nigerian universities including business education students. The main objective of teaching practice experience is to expose the students to practical activities in the field of teaching and research. Despite all these agencies and strategies, however, the quality of graduates from Nigerian universities including business education is seriously and currently being questioned to the extent that some developed nations are now down grading certificates issued by the nation's universities (Mogbo, 2002). It is not clear whether these agencies and their strategies are helping in achieving the desired quality in university education in general and business education in particular. Against this backdrop, this paper aimed at finding out how students and lecturers perceive their roles in achieving quality assurance in business education programme in Edo State universities.

Statement of the Problem

The issue of quality assurance is beginning to be at the front burner in the Nigerian educational system. The federal government of Nigeria through different agencies and strategies has laid down so many quality assurance procedures for her universities to ensure quality output of graduates. Some of these strategies are accreditation and monitoring by the National Universities Commission, Students Industrial Works Experience Scheme
(SIWES) by the Industrial Training Fund and Teaching Practice Experience for pre-service
teachers of Faculties of Education in all institutions of higher learning in the country. The
essence of all these strategies is to ensure that students are exposed to neccessary
occupational skills, knowledge, experiences and competencies required for the world of
work; and so that they be able to contribute to the nation’s development with minimum
employer's preparation. In recent times, however, there have been much agitations about the
quality of graduates from the nation’s universities inclusive of business education graduates.

There seems to exist a gap between what students are taught in the classroom and what is
actually obtainable in the world of work. It was therefore, doubtful if these quality assurance
agencies and strategies adopted by the federal government have been helpful in producing
quality graduates from these universities generally and in business education as a
programme in particular, hence this study was undertaken. This study, therefore, investigated
how students and lecturers perceive the roles of government agencies and strategies like
NUC, ITF (SIWES) and TP (Teaching Practice) in achieving quality assurance in business
education in government universities in Edo State.

Purpose of the Study

The major purpose of this study was to examine whether students and lecturers perceive
accreditation and other responsibilities of the National Universities Commission (NUC),
Students’ Industrial Work Scheme (SIWES) by Industrial Training Fund and Teaching
Practice Experience as relevant in achieving quality assurance in business education
programmes in the universities in Edo State.

Research Question

The following research question was raised to guide the study:

□ What are the perceptions of students and lecturers regarding NUC responsibilities,
SIWES and Teaching Practice in achieving quality assurance in business education
programmes in Nigerian universities?

Null Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. Students and lecturers do not differ significantly in their perceptions of accreditation and
other responsibilities of the National Universities Commission in achieving quality assurance
in business education programmes in public universities in Edo State significantly.

2. Students and lecturers do not differ significantly in their perceptions of the Industrial
Work Scheme (SIWES) by Industrial Training Fund in achieving quality assurance in
business education programmes in public universities in Edo State.

3. Students and lecturers do not differ significantly in their perceptions of Teaching Practice
Experience in achieving quality assurance in business education programmes in public
universities in Edo State.

Method

This study adopted descriptive survey method. The population for the study comprised
twenty-five (25) lecturers including associate lecturers and instructors of business education
in University of Benin, Benin City, three (3) Lecturers in Ambrose Alli University, Ekpoma,
four hundred and forty-four (444) business education students of Ambrose Alli University,
Ekpoma and fifty-six (56) business education students of University of Benin, Benin City
totaling five hundred and twenty-eight (528). The total sample size was one hundred and
forty-eight (148). Out of this sample, one hundred and seven (107) representing 89%
business education students were from Ambrose Alli University, Ekpoma while thirteen (13)
representing 11% business education students were sampled from University of Benin
totaling one hundred and twenty (120) using proportionate random sampling. All the twenty-
eight (28) lecturers, associate lecturers and instructors were sampled because of the
smallness of size. The distribution of the sample is as shown in the table below:

<table>
<thead>
<tr>
<th>S/N</th>
<th>Institutions</th>
<th>Students</th>
<th>Lecturers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ambrose Alli University, Ekpoma</td>
<td>107</td>
<td>3</td>
<td>89</td>
</tr>
<tr>
<td>2</td>
<td>University of Benin, Benin City</td>
<td>13</td>
<td>25</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>120</td>
<td>28</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field work.

Instrument and Method of Data Collection

The instrument for the study was a structured questionaire, titled: “Questionnaire on
Students' and Lecturers Perceptions of the Role of Government Agencies and Strategies in
Quality Assurance in Business Education Programmes in Public Universities in Edo State”
(QSLPRGASQABEP) was used to elicit the opinions of the respondents on the subject
matter. The items on the questionnaire were generated based on the research questions raised
for the study. The first section of the instrument contained demographic information such as
sex and status of staff. The second section contained thirty-four (34) item statements on a
four-point rating scale of Strongly Agreed (SA); Agreed (A); Disagreed (D) and Strongly
Disagreed (SD) and weighted 4, 3, 2 and 1 respectively. This was provided to assist the
respondents in making their responses to the items statements. The instrument was validated
by two (2) specialists in measurement and evaluation, Faculty of Education, University of
Benin, for content scrutiny. For reliability, the instrument was administered to twenty (20)
students of business education who were part of the population but not included in the
sample. A split-half method was used to determine the reliability of the instrument and
Spearman Brown’s formula was used to compute the reliability which had coefficient r of
0.75. The researchers personally administered the questionnaire to the respondents and the
completed questionnaires were collected on the spot.
Data Analysis

The demographic data was analyzed by simple percentage. The mean (X) and standard deviation (SD) were the statistical tools used for the analysis of the research questions. The mean (X) of 2.50 was set as benchmark for decisions, such that a mean rating on any item by the respondents equal to or above 2.50 was taken as “Agreed” while any mean lower that 2.50 was taken as “Disagreed”. The hypotheses were tested at 0.05 level of significance using two-tailed t-test. A mean of 2.50 was considered as basis for deciding whether to retain/reject an opinion and any value less than that as basis for rejecting the opinion expressed in each of the questionnaire items.

Results

Research Question: What are the perceptions of students and lecturers regarding NUC’s responsibilities, SIWES and Teaching Practice in achieving quality assurance in business education in Nigerian universities?

Table 2: Mean and Standard Deviation of students and lecturers perceptions of NUC responsibilities, SIWES and Teaching Practice in achieving quality assurance in business education in Nigerian universities?

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items Statements</th>
<th>Mean (X)</th>
<th>SD</th>
<th>Ranks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NUC is an effective agency for achieving quality assurance in business education in Nigerian Universities.</td>
<td>3.56</td>
<td>.61</td>
<td>SA</td>
</tr>
<tr>
<td>2</td>
<td>NUC supervision and accreditation exercises help to create the kind of quality assurance that will place business education at global competitive level.</td>
<td>3.54</td>
<td>.78</td>
<td>SA</td>
</tr>
<tr>
<td>3</td>
<td>NUC accreditation exercise help to place business education programmes at the level of productivity expected of it.</td>
<td>3.23</td>
<td>.76</td>
<td>A</td>
</tr>
<tr>
<td>4</td>
<td>The NUC programmes help to produce business education programmes that can help to produce graduates who will be self-reliant upon graduation.</td>
<td>3.23</td>
<td>.71</td>
<td>A</td>
</tr>
<tr>
<td>5</td>
<td>The activities of NUC help to produce business education programmes that can help to produce graduates with the right societal values.</td>
<td>3.20</td>
<td>.80</td>
<td>A</td>
</tr>
<tr>
<td>6</td>
<td>The activities of NUC help produce business education programmes that provide better trained teachers and trainers who value hard work.</td>
<td>3.24</td>
<td>.85</td>
<td>A</td>
</tr>
<tr>
<td>7</td>
<td>NUC programmes produce business education programmes that change the orientation of its graduates to improve the quality of their services to the society upon graduation</td>
<td>3.50</td>
<td>.73</td>
<td>A</td>
</tr>
<tr>
<td>8</td>
<td>NUC programmes help to produce business education programmes that can develop graduates of high integrity and good citizenship at the individual and corporate level.</td>
<td>3.04</td>
<td>1.05</td>
<td>A</td>
</tr>
<tr>
<td>9</td>
<td>NUC programmes help to produce business education graduates who are socio-economically relevant in the society.</td>
<td>3.32</td>
<td>.85</td>
<td>A</td>
</tr>
<tr>
<td>10</td>
<td>With the supervision of NUC, the right and qualified personnel are employed for business education in Nigerian universities.</td>
<td>3.66</td>
<td>.99</td>
<td>SA</td>
</tr>
<tr>
<td>11</td>
<td>Prompt response to university staff requests by NUC will discourage strike and this will ensure that students graduate at the stipulated time.</td>
<td>3.52</td>
<td>.86</td>
<td>SA</td>
</tr>
<tr>
<td>12</td>
<td>SIWES experiences expose students to quality office routines in business education.</td>
<td>3.20</td>
<td>.85</td>
<td>A</td>
</tr>
<tr>
<td>13</td>
<td>SIWES experience is standard enough to help to make students self-reliant.</td>
<td>3.23</td>
<td>.74</td>
<td>A</td>
</tr>
<tr>
<td>14</td>
<td>SIWES experience helps to make teaching of concepts in skills courses easier to acquire.</td>
<td>3.24</td>
<td>.72</td>
<td>A</td>
</tr>
<tr>
<td>15</td>
<td>SIWES experience helps business education students transit easily from school to work</td>
<td>3.30</td>
<td>.66</td>
<td>A</td>
</tr>
<tr>
<td>16</td>
<td>Industrial training can help to offer training for business and technology graduates who can compete in a rapidly changing and fast-paced technology driven environment.</td>
<td>3.20</td>
<td>.80</td>
<td>A</td>
</tr>
<tr>
<td>17</td>
<td>SIWES helps business education students in easy K T acquisition and initiation.</td>
<td>2.80</td>
<td>1.10</td>
<td>A</td>
</tr>
<tr>
<td>18</td>
<td>SIWES helps students to develop global competitive skills.</td>
<td>3.30</td>
<td>.98</td>
<td>A</td>
</tr>
<tr>
<td>19</td>
<td>SIWES experiences help students to know the importance of dignity in labour education.</td>
<td>3.65</td>
<td>.94</td>
<td>SA</td>
</tr>
<tr>
<td>20</td>
<td>SIWES programmes help to reduce unemployment amongst business education graduates in Nigeria.</td>
<td>3.42</td>
<td>.97</td>
<td>A</td>
</tr>
<tr>
<td>21</td>
<td>SIWES programmes help to produce business education graduates who are highly innovative and creative.</td>
<td>3.66</td>
<td>1.08</td>
<td>SA</td>
</tr>
<tr>
<td>22</td>
<td>Teaching practice experience helps concretize learning experience.</td>
<td>3.73</td>
<td>.83</td>
<td>SA</td>
</tr>
<tr>
<td>23</td>
<td>Teaching practice experience helps build in student teachers the acquisition of practical teaching skills.</td>
<td>3.55</td>
<td>.63</td>
<td>SA</td>
</tr>
<tr>
<td>24</td>
<td>Teaching practice experience helps student teachers to learn how to improve teaching aids for teaching and learning.</td>
<td>3.39</td>
<td>.67</td>
<td>A</td>
</tr>
<tr>
<td>25</td>
<td>Teaching practice experience helps student teachers to learn how to prepare sound lesson notes.</td>
<td>3.22</td>
<td>.73</td>
<td>A</td>
</tr>
<tr>
<td>26</td>
<td>Teaching practice experience helps student teachers to learn how to communicate effectively in the classroom.</td>
<td>3.30</td>
<td>.89</td>
<td>A</td>
</tr>
<tr>
<td>27</td>
<td>Teaching practice experience helps student teachers to understand and apply different teaching methods.</td>
<td>3.49</td>
<td>.81</td>
<td>A</td>
</tr>
<tr>
<td>28</td>
<td>Teaching practice experience helps to stimulate student teachers interest in the use of workshop/Laboratory.</td>
<td>3.22</td>
<td>.98</td>
<td>A</td>
</tr>
<tr>
<td>29</td>
<td>Teaching practice experience helps student teachers to learn how to be punctual in the workplace.</td>
<td>3.43</td>
<td>1.06</td>
<td>A</td>
</tr>
<tr>
<td>30</td>
<td>Teaching practice experience helps student teachers imbibe the spirit of dignity in labour education.</td>
<td>3.59</td>
<td>.93</td>
<td>SA</td>
</tr>
<tr>
<td>31</td>
<td>Teaching practice experience helps student teachers learn how to conduct examination free from Malpractices.</td>
<td>3.78</td>
<td>.84</td>
<td>SA</td>
</tr>
<tr>
<td>32</td>
<td>Teaching practice experience helps student teachers to appreciate the importance of the teaching profession to the educational development of Nigeria.</td>
<td>3.58</td>
<td>.83</td>
<td>A</td>
</tr>
<tr>
<td>33</td>
<td>Teaching practice experience helps student teachers to apply technologies to teaching.</td>
<td>3.61</td>
<td>.89</td>
<td>SA</td>
</tr>
<tr>
<td>34</td>
<td>Teaching practice experience helps to improve the academic performance of student teachers when they return to school after teaching practices.</td>
<td>3.21</td>
<td>1.14</td>
<td>A</td>
</tr>
</tbody>
</table>

Source: Field work; SA: strongly agree; A: agree

Table 2 answered the research question raised for the study. The data presented in the table showed that all items have their mean value ranged from 2.80 to 3.78 indicating that all respondents agree that the National Universities Commission activities and its accreditation activities, Industrial Training Fund and its SIWES activities and Teaching Practice exercises are good strategies for ensuring quality assurance in business education programmes in Nigerian universities. However, the two groups of respondents both strongly agreed on 11 items while they simply agreed on the other items on the table.

Hypothesis one: Students and lecturers do not differ significantly in their perceptions of accreditation and other responsibilities of the National Universities Commission in achieving quality assurance in business education programmes in public Universities in Edo State significantly.
With the supervision of NUC, the right and qualified personnel are produced by NUC. NUC programmes can produce business education graduates who will be self-reliant upon graduation.

4. The NUC programmes help to produce business education programmes that can help to produce graduates who will be self-reliant upon graduation.

5. The activities of NUC help to produce business education programmes that can help to produce graduates with the right societal values.

6. The activities of NUC help produce business education programmes that can help to produce graduates with the right societal values.

7. NUC programmes help to produce business education programmes that can change the orientation of its graduates to improve the quality of their services to the society upon graduation. NUC programmes to help to produce business education programmes that can develop graduates of high integrity and good citizenship at the individual and corporate level.

8. NUC programmes to help to produce business education programmes that can develop graduates of high integrity and good citizenship at the individual and corporate level.

9. NUC programmes can produce business education graduates who are socio-economically relevant to the society. NUC programmes can produce business education graduates who are socio-economically relevant to the society.

10. With the supervision of NUC, the right and qualified personnel are employed for business education in Nigerian universities. NUC programmes can produce business education graduates who are socio-economically relevant to the society. NUC programmes can produce business education graduates who are socio-economically relevant to the society.

II. Prompt response to university staff requests by NUC will discourage students from making applications for further studies in the programme. Prompt response to university staff requests by NUC will discourage students from making applications for further studies in the programme.

12. SIWES experiences expose students to quality office routines in business education. SIWES experiences expose students to quality office routines in business education.

13. SIWES experience is standard enough to help students, self-reliant. SIWES experience is standard enough to help students, self-reliant.

14. SIWES experience helps to make teaching of concepts in skills courses easier to acquire. SIWES experience helps to make teaching of concepts in skills courses easier to acquire.

15. SIWES experience helps business education students transit easily from school to work. SIWES experience helps business education students transit easily from school to work.

16. Industrial training helps to offer training for business and technology graduates who can compete as rapidly changing and fast-paced, technology-driven environment. Industrial training helps to offer training for business and technology graduates who can compete as rapidly changing and fast-paced, technology-driven environment.

17. SIWES helps business education students in easy ICT acquisition and Utilization. SIWES helps business education students in easy ICT acquisition and Utilization.

18. SIWES helps students to develop global competitive skills. SIWES helps students to develop global competitive skills.

19. SIWES experiences help students to know the importance of dignity in labour. SIWES experiences help students to know the importance of dignity in labour.

20. SIWES programmes help to reduce unemployment amongst business education graduates in Nigeria. SIWES programmes help to reduce unemployment amongst business education graduates in Nigeria.

21. SIWES programmes help to produce business education graduates who are globally innovative and creative. SIWES programmes help to produce business education graduates who are globally innovative and creative.

Hypothesis two: Students and lecturers do not differ significantly in their perceptions of the Industrial Work Scheme (SIWES) by Industrial Training Fund in achieving quality assurance in business education programmes in public universities in Edo State.

Hypothesis three: Students and lecturers do not differ significantly in their perceptions of Teaching Practice Experience in achieving quality assurance in business education programmes in Universities in Edo State.

Table 3: t-test of perceptions on NUC Activities and Quality Assurance in Business Education

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items Statements</th>
<th>Students</th>
<th>Lecturers</th>
<th>t</th>
<th>P</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NUC is an effective agency for achieving quality assurance in business education in Nigerian Universities.</td>
<td>3.50</td>
<td>.85</td>
<td>3.85</td>
<td>.36</td>
<td>-3.94</td>
</tr>
<tr>
<td>2</td>
<td>NUC supervision and accreditation exercises help to create the kind of quality assurance that will place business education at global competitive level.</td>
<td>3.90</td>
<td>.83</td>
<td>3.70</td>
<td>.47</td>
<td>-1.71</td>
</tr>
<tr>
<td>3</td>
<td>NUC accreditation help to place business education programmes at the level of productivity expected of it.</td>
<td>3.21</td>
<td>.80</td>
<td>3.50</td>
<td>.54</td>
<td>-1.64</td>
</tr>
<tr>
<td>4</td>
<td>The NUC programmes help to produce business education programmes that can help to produce graduates who will be self-reliant upon graduation.</td>
<td>3.25</td>
<td>.75</td>
<td>3.15</td>
<td>.53</td>
<td>.81</td>
</tr>
<tr>
<td>5</td>
<td>The activities of NUC help to produce business education programmes that can help to produce graduates with the right societal values.</td>
<td>3.21</td>
<td>.84</td>
<td>3.15</td>
<td>.60</td>
<td>.481</td>
</tr>
<tr>
<td>6</td>
<td>The activities of NUC help produce business education programmes that can help to produce graduates with the right societal values.</td>
<td>3.17</td>
<td>.73</td>
<td>3.59</td>
<td>1.22</td>
<td>-2.59</td>
</tr>
<tr>
<td>7</td>
<td>NUC programmes help to produce business education programmes that can change the orientation of its graduates to improve the quality of their services to the society upon graduation.</td>
<td>3.46</td>
<td>.76</td>
<td>3.67</td>
<td>.55</td>
<td>-1.31</td>
</tr>
<tr>
<td>8</td>
<td>NUC programmes help to produce business education programmes that can develop graduates of high integrity and good citizenship at the individual and corporate level.</td>
<td>3.071</td>
<td>.09</td>
<td>2.93</td>
<td>.83</td>
<td>.627</td>
</tr>
<tr>
<td>9</td>
<td>NUC programmes can produce business education graduates who are socio-economically relevant to the society.</td>
<td>3.25</td>
<td>.80</td>
<td>3.63</td>
<td>.49</td>
<td>-2.14</td>
</tr>
<tr>
<td>10</td>
<td>With the supervision of NUC, the right and qualified personnel are employed for business education in Nigerian universities.</td>
<td>3.671</td>
<td>.08</td>
<td>3.59</td>
<td>.50</td>
<td>.362</td>
</tr>
</tbody>
</table>

Source: Field work

Table 4: t-test of SIWES and Quality Assurance in Business Education

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items Statements</th>
<th>Students</th>
<th>Lecturers</th>
<th>t</th>
<th>P</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>SIWES experiences expose students to quality office routines in business education.</td>
<td>.305</td>
<td>.85</td>
<td>3.85</td>
<td>.36</td>
<td>-7.686</td>
</tr>
<tr>
<td>13</td>
<td>SIWES experience is standard enough to help students, self-reliant.</td>
<td>.314</td>
<td>.72</td>
<td>3.63</td>
<td>.69</td>
<td>-3.208</td>
</tr>
<tr>
<td>14</td>
<td>SIWES experience helps to make teaching of concepts in skills courses easier to acquire.</td>
<td>.317</td>
<td>.75</td>
<td>3.52</td>
<td>.51</td>
<td>-2.275</td>
</tr>
<tr>
<td>15</td>
<td>SIWES experience helps business education students transit easily from school to work.</td>
<td>.324</td>
<td>.67</td>
<td>3.50</td>
<td>.50</td>
<td>-2.574</td>
</tr>
<tr>
<td>16</td>
<td>Industrial training helps to offer training for business and technology graduates who can compete as rapidly changing and fast-paced, technology-driven environment.</td>
<td>.315</td>
<td>.83</td>
<td>3.41</td>
<td>.57</td>
<td>-1.532</td>
</tr>
<tr>
<td>17</td>
<td>SIWES helps business education students in easy ICT acquisition and utilization.</td>
<td>.263</td>
<td>1.12</td>
<td>3.59</td>
<td>.50</td>
<td>-6.883</td>
</tr>
<tr>
<td>18</td>
<td>SIWES helps students to develop global competitive skills.</td>
<td>.319</td>
<td>1.04</td>
<td>3.78</td>
<td>.42</td>
<td>-4.720</td>
</tr>
<tr>
<td>19</td>
<td>SIWES experiences help students to know the importance of dignity in labour.</td>
<td>.360</td>
<td>1.02</td>
<td>3.78</td>
<td>.42</td>
<td>-1.470</td>
</tr>
<tr>
<td>20</td>
<td>SIWES programmes help to reduce unemployment amongst business education graduates in Nigeria.</td>
<td>.363</td>
<td>1.04</td>
<td>3.70</td>
<td>.47</td>
<td>-2.675</td>
</tr>
<tr>
<td>21</td>
<td>SIWES programmes help to produce business education graduates who are globally innovative and creative.</td>
<td>.359</td>
<td>1.18</td>
<td>4.00</td>
<td>.00</td>
<td>-3.849</td>
</tr>
</tbody>
</table>

Source: Field work

The test of hypothesis two (2) at alpha level of 0.05 revealed that individual t-values ranged from -7.686 to -1.479 while the probability values (p) ranged from .000 to .142. The results showed that there were significant differences on all the items except items 16 and 19. The table showed a summary t-value of -9.015 and a p-value of .000 indicating that students and lecturers differ in their perceptions of ITF and its SIWES programmes in achieving quality assurance in business education. Lecturers have higher perceptions than the students.

Hypothesis three: Students and lecturers do not differ significantly in their perceptions of Teaching Practice Experience in achieving quality assurance in business education programmes in Universities in Edo State.

Table 5: t-test of SIWES and Quality Assurance in Business Education

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Teaching practice experience helps students to improve their teaching and learning.</td>
<td>3.71</td>
<td>.09</td>
<td>3.77</td>
<td>.42</td>
<td>-3.356</td>
</tr>
<tr>
<td>23</td>
<td>Teaching practice experience helps build in student teachers the acquisition of practical teaching skills.</td>
<td>3.50</td>
<td>.65</td>
<td>3.74</td>
<td>.44</td>
<td>-2.258</td>
</tr>
<tr>
<td>24</td>
<td>Teaching practice experience helps students to improve their teaching and learning.</td>
<td>3.31</td>
<td>.68</td>
<td>3.70</td>
<td>.46</td>
<td>-3.575</td>
</tr>
</tbody>
</table>
Teaching practice experience helps student teachers to learn how to communicate effectively in the classroom 3.27 95 3.44 .50 .903 .368 Not Sig.
Teaching practice experience helps student teachers to understand and apply different teaching methods 3.46 86 3.59 .50 .750 .445 Not Sig.
Teaching practice experience helps to stimulate student teachers' interest in the use of workshop/laboratory 3.09 101 3.77 .42 .521 .000 Sig.
Teaching practice experience helps student teachers to learn how to be practical to workplace 3.35 113 3.77 .42 .3205 .002 Sig.
Teaching practice experience helps student teachers imbibe the spirit of dignity of labour 3.57 100 3.70 .46 .672 .503 Not Sig.
Teaching practice experience helps student teachers learn how to conduct examination free from malpractices 3.73 91 4.00 .00 .3163 .002 Sig.
Teaching practice experience helps student teachers appreciate the importance of the teaching profession to the educational development of Nigeria 3.53 89 3.77 .42 .3161 .176 Not Sig.
Teaching practice experience helps student teachers to apply technology in teaching 3.58 96 3.74 .44 .810 .419 Not Sig.
Teaching practice experience helps to improve the academic performance of student teachers when they return to school after teaching practice 3.10 121 3.70 .46 .2501 .014 Sig.

The table showed a summary t-value of -9.015 and a p-value of .000. Since the p-value is greater than the calculated t-value, the hypothesis which states that student teachers will not differ significantly in their perceptions of the Industrial Work Scheme (SIWES) by Industrial Training Fund in achieving quality assurance in business education programmes in universities in Edo State was rejected. Lecturers however, have higher perceptions that the students.

On Table 5, both students and lecturers have mean ratings of above 2.50 indicating positive perceptions. Again, the results of the table showed that both students are lecturers are convinced that teaching practice exercise is a useful tool in uplifting the standard of business education. Testing at alpha level of 0.05 at 95% level of confidence, the results showed that there were no significant differences in the perceptions of students and lecturers on the role of teaching practice on items 22, 25, 26, 27, 30, 32 and 33. All the other items showed no significant differences in perceptions. The table showed a summary t-value of -5.47 and a p-value of .000 and so, the hypothesis which states that students and lecturers will not differ significantly in their perceptions of Teaching Practice Experience in achieving quality assurance in business education programmes in universities in Edo State was rejected.

Lecturers however, have higher perceptions that the students.

Discussion of Results

Table 2 showed the mean rating of all the items. The mean values ranged from 2.80 to 3.78 indicating that all the respondents are positive that these government agencies are good strategies for achieving quality assurance in business education in public Universities in Edo State. The results of the study support Okoh (2010) finding that SIWES influence acquisition of practical skills. It also supports the view of Emmanuel (2006) that SIWES is a skill training programme designed for students in technical institutions and other disciplines that are involved in practical. It further corroborates the views of Afe (2001) that education is the tool for the integration of the individuals into the society. The results on Table 3 showed that testing the hypothesis at alpha level of 0.05 at 95% level of confidence, that all the respondents agree that NUC activities are good strategies that can help to improve the quality of business education in Nigerian universities. The table showed a summary t-value of -2.21 and a p-value of .029. Since the p-value is greater than the calculated t-value, the hypothesis which states that students and lecturers will not differ in their perceptions of accreditation and other responsibilities of the National Universities Commission in achieving quality assurance in business education programmes in public Universities in Edo State significantly was rejected. Students and lecturers differed in their perceptions significantly.

The results of Table 4 showed that both students are lecturers have convictions about the prospects of ITF and SIWES in uplifting the standard of business education with mean rating of above 2.50 in all items. However, testing at alpha level of 0.05 at 95% level of confidence, the results showed that there were no significant differences in the perceptions of students and lecturers. All the items showed significant differences with the exception of items 16 and 19.
 □ NUC, SIWES and Teaching Practice as quality assurance agencies and strategies should continue in their quality assurance activities so that the culture of quality could be sustained in both inputs, processes and products of business education in Nigerian universities taking into cognizance national needs.

□ Stakeholders in the field of business education should continually create proper awareness about the aims and objectives of ITF (SIWES) and the relevance of industrial training to students as a bridge between school and world of work especially for those who are in the upper levels and are ready for industrial training experience.

□ Stakeholders in the field of business education should continue to create proper awareness about the aims and objectives of teaching practice experience which is to expose the student teachers to necessary occupational skills, knowledge, experiences and competencies required for the world of work.

□ There should be proper monitoring and supervision of students during industrial training and teaching practice exercises to ensure quality output of graduates.

□ NUC should not relent in its efforts but ensure that business education curriculum and activities are continuously reviewed and evaluated to reflect the needs of the society.

References


