



STRATEGIES FOR ENHANCING QUALITY ASSURANCE IN BUSINESS EDUCATION PROGRAMME IN FEDERAL COLLEGES OF EDUCATION IN KANO STATE FOR SUSTAINABLE DEVELOPMENT

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Abstract

*This study investigated the strategies for enhancing quality assurance in business education programme in federal colleges of education. Two research questions and two hypotheses guided the study. This study adopted a descriptive survey design. The population of the study comprised 129 business education lecturers and students' in the two federal colleges of education in the Kano State, Nigeria. There was no sampling since the population was manageable. A structured questionnaire titled *Enhancing Quality Assurance in Business Education Programme for Sustainable Development (EQABEPSD)* which consisted of 35 questionnaire items. The mean scores were used to answer the research questions. The findings identified quality research and publications, quality curriculum, quality text books, discipline of teachers, quality infrastructure, and quality teaching facilities among others, as some of the strategies for enhancing quality assurance in Business Education in Federal Colleges of Education. 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 education; Federal Colleges

Introduction

Quality assurance refers to the planned and systematic activities implemented in a way that quality requirements for a product or service will be fulfilled. It is the systematic measurement comparison with a standard, monitoring of process and an associated feedback loop that confers error prevention.

According to Hayward (2001), quality assurance is the planned and systematic review process of an institution or programme to determine whether or not acceptable standards of education, scholarship and infrastructure are being met, maintained and enhanced. It is an instrument designed to add value to education by encouraging high quality. An efficient and effective quality education which is internationally recognized is vital for economic growth and sustainable development in developing countries like Nigeria. Education has been described as the bedrock of every society and a tool for nation building. For quality education to be achieved in a nation, the principal actors of learning who are the teachers' learners and the environment must be co-operatively organized. Quality assurance is a continuous process by which an institution can guarantee that standard and quality of its educational provisions are being maintained or enhanced (Standa, 2008).

A systematic and consistent quality assurance system helps to establish an institutions good reputation and image. It includes defined standards of achievement, documented procedures for all identified process, established ways of responding to



issues and clear accountability for outcomes. It results to greater public confidence, more satisfied students, efficient processes and staff who are confident in their jobs. Students are more likely to experience better quality instructions, learning material and interactions with the institution and its staff, leading to enhanced learning outcomes. Middlehurst (2001) described the scope of quality assurance as:

- (a) Regulation, legal frameworks, governance, responsibilities and accountabilities etc.
- (b) Educational process (admissions, registration or enrolment, curriculum design and content (validation and approval frameworks, levels and standards etc).
- (c) Learning experience (consumer protection, students (experience, complaints and appeals etc).
- (d) Outcomes (qualifications, certificates, transcripts, security, transferability, recognition/currency, and value, etc).

In summary, Middlehurst sees quality as a grade of achievements, a standard against which to judge others. Thus, quality assurance is the guarantee of confidence and certainty by a programme of study given by an institution that standards and quality are being maintained and enhanced. By this conceptual understanding, it can be said that the emphasis on quality assurance is the training of personnel to enhance performance in work places. 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).

Statement of the Problem

Inability to attain quality assurance in business education in Nigerian Colleges of Education, 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 and Njoku (2013). The problem of the study is therefore, what are the strategies for enhancing quality assurance in business education programme in Nigerian Colleges of Education for sustainable development.

Purpose of the study

The purpose of the study was to assess the strategies for enhancing quality assurance in business education programme in colleges of education in Kano State for sustainable development.

Research Question

The following research question guided the study:

1. What are the strategies for enhancing quality assurance in business education programme in Colleges of Education in Kano State for Sustainable Development?

Hypothesis

The following null hypothesis was tested at 0.05 level of significance:

HO₁: There is no significant difference between lecturers and students of the two colleges of education on their mean rating on strategies for enhancing quality assurance in business education programme in Federal Colleges of Education in Kano State.

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 Leary (2010), survey method uses questionnaire and interview to collect information about people's opinions, attitudes beliefs feelings, and perceptions in their natural setting. The population of the study comprised 129 business education lecturers and students in two federal colleges of education in Kano, North West geo-political zone of Nigeria. There was no sampling since the population in the zone was manageable. The instrument for data collection was 35-items questionnaire. It had two parts. Part A of the questionnaire had 4 items on demographic variables of the respondents (name of College, sex, 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 face and content 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 10 Business Education lecturers in Federal College of Education Okene, North Central which is out of the study area. 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 is greater or equal to the critical value, the hypothesis is rejected, while if the calculated value is less than the critical value, the hypothesis is accepted.

Result

Research question

What are the strategies for enhancing quality assurance in business education programme in Federal Colleges of Education in Kano state?

Table 1: Mean Ratings and Standard Deviation of Business Education Lecturers and students on strategies for enhancing quality assurance in business education programme in Federal Colleges of Education in Kano state?

(N=129)

S/N	Strategies for enhancing Quality Assurance	Mean	SD	Remark
1	Quality curriculum	2.76	0.84	Accepted
2	Quality textbooks	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	2.94	0.79	Accepted
11	Constant supervision of teachers	3.08	0.80	Accepted
12	Constant supervision of curriculum content taught	2.91	0.72	Accepted
13	Assessing of quality of research	2.70	0.68	Accepted
14	Regular accreditation	3.15	0.78	Accepted
15	Good governance	2.75	0.83	Accepted
Grand Mean		2.81	0.76	Accepted



Table 1 reveals that, all the items are strategies for enhancing quality assurance in business education programme in Federal College of Education in Kano State since all the lecturers and students accepted the items. All the items had mean scores of 2.50 and above. The SD in the group ranged from 0.68 to 0.72 indicating a fair dispersion among the respondents, which means that the opinion of the respondents does not differ.

Testing of Hypothesis

1. There is no significant difference between lecturers and students of the two Colleges of Education on their mean rating on strategies for enhancing quality assurance in business education programme in Nigerian Federal Colleges of Education.

Table 2: Z-test mean rating of Business Education lecturers and students on their mean rating on strategies for enhancing quality assurance in business education programme in Federal Colleges of Education in Kano State

Status of Respondents	\bar{X}	S	D	F	Z-Cal	Z-Crit	Decision
Lecturers	762.860	801	270.95	41.96	Accepted		
Students	532.750	83					

* $P < 0.05$

Table 2 shows that z-cal of 0.954 is less than z-crit of 1.96 at 0.05 level of significance. Therefore, the hypothesis is accepted and that means that there is no significant difference between the mean opinions of the lecturers and students on strategies for enhancing quality assurance in business education programme in Federal Colleges of education in Kano State. This implies that the respondents accepted all the strategies as requirement to enhance quality assurance in business education programme for sustainable development.

Discussion of Findings

The study revealed the criteria for measuring quality assurance in business education programme in Colleges of education in Kano State 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 and 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 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 is in agreement with Chibuike (2013) and Nnorom, Gaius-Oke



(2013) who earlier identified similar strategies for enhancing quality assurance in Business Education programme. This shows that if these strategies are adopted, quality business education will be ensured.

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 Colleges of Education 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 the Business Education programme.

Recommendations

The following recommendations are suggested:

1. Government should ensure that adequate qualified lecturers are employed in order to enhance the teaching and learning of business education courses in federal colleges of education.
2. National Commission of Colleges of Education (NCCE) should ensure that business education curriculum should be widened to go beyond traditional teachings in federal colleges of education.
3. Business education programme of Federal colleges of education, should adopt all these strategies to ensure qualitative business education programme. Quality remains the most important attribute that creates value about the product or service for the receiver.



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