



## **INFLUENCE OF APPRAISAL ON THE QUALITY OF BUSINESS EDUCATION PROGRAMME IN COLLEGES OF EDUCATION IN SOUTHWEST NIGERIA**

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### **Abstract**

*The study was conducted to ascertain the influence of appraisal on the quality of business education programme in colleges of education in southwest Nigeria. Three research questions and hypotheses were developed to guide the study. Descriptive survey design was used in the study. A 4-point scale self-structured questionnaire titled: Questionnaire on Appraisal of Business Teacher Education Programme in Colleges of Education (QABTEPCE) was used for data collection. The instrument was tested for reliability using Cronbach Alpha and it yielded a reliability coefficient of 0.79. The sample of the study comprised 135 Business Educators: 63 males and 72 females in 14 public colleges of education in Southwest, Nigeria. Mean and standard deviation were used to analyze the data and find answers to the research questions, while t-test was used to test the research hypotheses. The results of the research questions revealed that appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria has positive influence on the quality of business educators, availability of instructional facilities and the quality of graduates. Also, the hypotheses suggested that there is no significant gender difference in the mean responses of business educators on influence of the appraisal of business teacher education programme in colleges of education on the quality of business educators; there is no significant difference in the mean responses of business educators in federal and state colleges of education on the influence of the appraisal of business teacher education programme on the availability of instructional facilities and there is no significant difference in the mean responses of male and female business educators on influence of appraisal of business teacher education programme in colleges of education on the quality of graduates. Based on the findings it was recommended that performance appraisal should be regularly conducted in colleges of education.*

### **Introduction**

Teacher education is a broad concept that comprise the policies, procedures, and provision put in place to provide the knowledge, experience, skills, attitudes and behaviors, required by teachers to function effectively, particularly in the classroom and generally in school environment and in the society at large. It could be seen as the professional training that teachers receive for them to be classified as professionals. According to Ogunyinka, Okeke, and Adedoyin (2015), teacher education refers to professional education of teachers towards attainment of attitudes, skills and knowledge considered desirable so as to make them efficient and effective in their work, in accordance with the need of a given society at any point in time. In the opinion of the University of Mumbai (n.d), teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. Teacher education is therefore, to function by equipping teachers with the wherewithal; both ethical, intellectual competencies and skills, dispositions, emotional and so forth, that will enable them develop and imbue in their students the requisite educational and societal dispositions (Jibril, 2007).

Furthermore, teacher education could be considered as a purposive programme designed to equip the would-be teachers with the necessary knowledge, experience, skills, attitudes, and character needed at the initial stage and the continuing professional development at the later stage in order to function competently in the teaching profession. From this view, teacher education basically has two main components: pre-service teacher education and in-service teacher education.



The pre-service teacher education basically take place in the school. It is the training to qualify a student to enter into the teaching profession. This aligned with the view of Wedell (2017) that pre-service teacher education is the education and training a student receives before they take up employment as a teacher. In addition, Wedell stressed that pre-service teacher education covers subject content knowledge; pedagogic content knowledge (such as teaching methodology and assessing learning); understanding how children learn (both in cognitive and social development); and teaching practice. Teachers often value their pre-service training as it can instil confidence, raise their awareness of what is involved in being a teacher and give them a new discourse with which to successfully enter the teaching profession (Wedell, 2017).

In-service teacher education is geared towards competencies development while at work. It can better be understood as the continuing education a qualified teacher receives to function more effectively in the teaching task. In-service teacher education may take the forms of classroom observations, school visits, refresher courses, workshops, seminars, symposiums and conferences.

Teacher education has the objectives which the Federal Republic of Nigeria (2013: 28) captured as:

- a. Provide highly motivated, conscientious and efficient classroom teachers for all level of the educational system;
- b. Further encourage the spirit of enquiry and creativity in teachers;
- c. Help teachers fit into the social life of the community and the society at large and enhance their commitment to national goals;
- d. Provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to changes situations; and
- e. Enhance teachers' commitment to the teaching profession.

The importance of teacher education is enormous. Effective teacher education programme can instil and support the concept of the teacher as a continuous learner; provide a platform for them to share their experiences and successes; increase motivation and retention of teaching staff and improve learning outcomes (Wedell, 2017). More so, educational change depends largely on what teachers do and think (Fullan in Wedell, 2017); to have a remarkable change in the educational system therefore, teacher education must be taken seriously. In addition, a tertiary institution like the college of education is only as good as the quality of its teaching staff - they are the heart of the institution that produces its graduates, its research products, and its service to the institution, community, and nation (Obadara and Alaka, 2013); hence, their education is vital.

Business teacher education is an aspect of the teacher education programme that need great attention, especially as it champions entrepreneurial drive of the nation. It is the education that provides the teacher with the pedagogical and business competencies necessary to teacher learners the skills, knowledge and business attitudes for vocational usage and to function as rational consumers. Business teacher education focuses on the certification of teachers to teach business courses in high school, colleges of education, polytechnics and university (Petrick, 2017). The business education teachers cover topics such as business communications, business law, computer literacy, marketing and basic accounting. In the opinion of Ezeani (2012) business educators acquire skills in three aspects (marketing, office technology and management, and accounting) of Business Education and effectively orients these skills to the students. To ensure the effectiveness of Business teacher education, there is need to effectively manage the programme.

The management of business teacher education programme is a managerial procedure undertaken to maintain standard in institutions running the programme. The essence of the management of business teacher education is to ensure the effectiveness and efficiency of programmes in line with the objective to produce quality business teachers to train graduates needed for national development. Suffice to say, the management of teacher education is at different levels. At the level of the colleges of education, the National Commission for Colleges of Education (NCCE) play key role in the inspection of colleges of education. As Jibril (2007) noted, to effectively monitor, supervise and enhance the quality of a uniformly standardized teacher education programme at the NCE level in Colleges of Education in Nigeria, the National Commission for Colleges of Education (NCCE) was established in 1989. One instrument used by NCCE in the management of the colleges of education is the accreditation of programmes.



Accreditation gives a better way to manage programmes in higher institutions including the colleges of education. In the assertion of Hunt, (2015) accreditation is believed by many colleges and universities to be valuable in improving their “brand,” and thus enabling them to better attract students and to help in placement upon graduation. Accreditation is a way of inspecting an institution and its programme as a quality control measure. It tells whether or not an institution of higher learning has met or not, or exceeded the set standards, and whether such institution should be allowed to operate and receive patronage or not.

Accreditation is a way of appraising the level of performance of an institution, its faculties and departments; and its human capital with the objective of ensuring improvement. Additionally, appraisal is an impartial analysis and evaluation conducted to ensure compliance with set standard. Onwe (2015) noted that appraisal implies the making of value judgment about a phenomenon in relation to specific objectives. Appraisal as described by Elliott (2015) involve formative aspects that focus on developing performance (such as career development, professional learning and feedback) and summative aspects, on the other hand, which evaluate performance for career progression, possible promotion or demotion and termination purposes.

The objective of appraisal is to identify the training and development needs of institutions in order to find ways for improvement. Appraisal involves a self-evaluation, peer review and a site visit (Obadara and Alaka, 2013). Self-evaluation as the name implies is conducted by the institution, internally by its Quality Assurance (QA) unit. According to the Federal Republic of Nigeria (2012), the institution’s self-evaluation may be undertaken as many times as the institution can afford and well before the external accreditation visit. The Federal Republic of Nigeria (2012) further identified five key areas to be considered during accreditation visit to include leadership, management and organization; curriculum organization and implementation; infrastructure and learning resources; assessment and evaluation; and students support and progression. These key areas centered on the quality of the teacher, the availability of facilities for teaching and the quality of graduates’ outcome. These three are the focus of the study.

### **Statement of the problem**

It remains a truism that teacher’s quality contributes immensely to the quality of graduates; this truth cannot be over-flog. Consequently, a lot of planning and resources has been spent for improving the quality of teacher education; new technologies have been introduced in the field of education and still our teacher-education could not raise up-to the expected level (Jamwal, 2012).

In recent times, the teacher has been under pressure by the government, employers of labor, the society and the global community to raise the standard of teaching to meet the need of today’s world. Hence, the implementation process of educational goal in the country requires a holistic scrutiny especially in colleges of education where teacher are trained. It is in this view that the study is necessitated to ascertain the appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria.

### **Research Questions**

The following research questions guided the study:

- 1 What is the influence of the appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria on the quality of business educators?
- 2 What is the influence of appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria on the availability of instructional facilities?
- 3 What is the influence of appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria on the quality of graduates?

### **Research hypotheses**

The following research hypotheses were formulated to guide the study:

1. There is no significant difference in the mean responses of male and female business educators on influence of the appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria on the quality of business educators.
2. There is no significant difference in the mean responses of business educators in federal and state colleges of education in the Southwest, Nigeria on the influence of the appraisal of business teacher education programme on the availability of instructional facilities.



3. There is no significant difference in the mean responses of male and female business educators on influence of the appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria on the quality of graduates.

**Methodology**

Descriptive survey design was used in the study. A 4-point scale self-structured questionnaire titled: Questionnaire on Appraisal of the Management of Business Teacher Education Programme in Colleges of Education (QAMBTEPCE) was used for data collection. The instrument was validated by experts and was further subjected to internal consistency testing using Cronbach Alpha which yielded a reliability coefficient of 0.79. The population of the study comprised 135 Business Educators: 63 males and 72 females in 14 public colleges of education in Southwest, Nigeria. Mean and standard deviation were used to analyze the data and find answers to the research questions, while t-test was used to test the research hypotheses. For any of the research question to be answered to, its grand mean must not be less than 2.50. Similarly, for any of the null hypothesis to be accepted, the calculated t-value must be less than the critical t-value otherwise rejected.

**Results**

Results from the data analysis of the research questions and hypotheses the guided the study are presented here as follow:

**Research questions**

**Research question 1:** What is the influence of the appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria on the quality of business educators?

**Table 1:** mean responses on the influence of the appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria on the quality of business educators

S/N	Appraisal ensures that business educators possess:	X	SD	DECISION
1	The right certification	3.525	0.501	Strongly Agree
2	knowledge in subject content	3.348	0.775	Agree
3	The ability to deliver instructions competently	3.637	0.512	Strongly Agree
4	The skills to use instructional materials appropriately	3.422	0.640	Agree
5	The ability to use suitable instructional methods	3.377	0.571	Agree
6	Self-management quality	3.311	0.539	Agree
7	Problem-solving ability	3.385	0.657	Agree
8	Interpersonal relationship	3.503	0.501	Strongly Agree
9	The ability to evaluate students and keep proper records	3.437	0.606	Agree
10	The ability to carry out research work and contribute to knowledge	3.325	0.544	Agree
<b>Grand Mean</b>		<b>3.427</b>		<b>Agree</b>

The result of research question 1 presented in Table 1 show that the grand mean of 3.427 was greater than the midpoint value of 2.50. This suggest that appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria has influence on the quality of business educators.

**Research question 2:** What is the influence of the appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria on the availability of instructional facilities?

**Table 2:** the mean responses on the influence of the appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria on the availability of instructional facilities

S/N	Appraisal ensures the availability of:	X	SD	DECISION
11	Computers for instructional purposes	3.511	0.584	Strongly Agree
12	Typing pool	3.466	0.596	Agree
13	Library	3.400	0.714	Agree
14	Resource room	3.296	0.573	Agree
15	Lecture halls	3.296	0.623	Agree
<b>Grand Mean</b>		<b>3.394</b>		<b>Agree</b>



The grand mean of 3.394 in Table 2 agreed to question 2 that appraisal of business teacher education programme in colleges of education in the Southwest influence the availability of instructional facilities.

**Question 3:** What is the influence of the appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria on the quality of graduates?

**Table 3: the mean responses on the influence of the appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria on the quality of graduates**

S/N	Appraisal enables business education graduates possess:	$\bar{X}$	SD	DECISION
16	The knowledge for and about business	3.377	0.596	Agree
17	The ability to transfer knowledge	3.414	0.578	Agree
18	Employable skills	3.466	0.583	Agree
19	Professional ethics and character reformation	3.437	0.618	Agree
20	The ability to meet up academic requirements for graduation	3.340	0.587	Agree
<b>Grand Mean</b>		<b>3.407</b>		<b>Agree</b>

In Table 3, the grand mean of 3.407 was greater than the midpoint value of 2.50. This indicate that the appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria has influence on the quality of graduates.

**Research hypotheses**

**Research hypothesis 1:** There is no significant difference in the mean responses of male and female business educators on the influence of appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria on the quality of business educators.

**Table 4: t-t analysis on the mean responses of male and female business educators on the influence of appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria on the quality of business educators**

ITEM	Gender	N	Mean	Std.	t-calculated	Symbol	t-critical	Decision
1	Male	63	3.555	0.500	0.641	<	1.976	Accept
	Female	72	3.500	0.503				
2	Male	63	3.285	0.811	0.874	<	1.976	Accept
	Female	72	3.402	0.744				
3	Male	63	3.603	0.554	0.717	<	1.976	Accept
	Female	72	3.666	0.474				
4	Male	63	3.476	0.618	0.916	<	1.976	Accept
	Female	72	3.375	0.659				
5	Male	63	3.381	0.580	0.060	<	1.976	Accept
	Female	72	3.375	0.567				
6	Male	63	3.492	0.535	3.830	>	1.976	Reject
	Female	72	3.152	0.493				
7	Male	63	3.476	0.618	1.511	<	1.976	Accept
	Female	72	3.305	0.684				
8	Male	63	3.650	0.480	3.301	>	1.976	Reject
	Female	72	3.375	0.487				
9	Male	63	3.492	0.564	0.987	<	1.976	Accept
	Female	72	3.388	0.640				
10	Male	63	3.444	0.589				



Female	72	3.222	0.481	2.410	>	1.976	Reject
<b>Grand Mean</b>				<b>1.524</b>	<b>&lt;</b>	<b>1.976</b>	<b>Accept</b>

The grand mean value of the calculated-t 1.524 in Table 4 was found less (<) than the critical-t value of 1.976. Based on the criteria to accept the null hypothesis if the calculated value is less than the critical value, it was accepted that there is no significant difference in the mean responses of male and female business educators on the influence of appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria on the quality of business educators.

**Research hypothesis 2:** There is no significant difference in the mean responses of business educators in federal and state colleges of education in the Southwest, Nigeria on the influence of the appraisal of business teacher education programme on the availability of instructional facilities.

**Table 5:** *t*-test analysis on the mean responses of business educators in federal and state colleges of education in the Southwest, Nigeria on the influence of the appraisal of business teacher education programme on the availability of instructional facilities

ITEM	INSTITUTION	N	Mean	Std.	t-calculated	Symbol	t-critical	Decision
11	Federal	53	3.603	0.599	1.488	<	1.976	Accept
12	State Federal	82 53	3.451 3.509	0.569 0.608	0.669	<	1.976	Accept
13	State Federal	82 53	3.439 3.358	0.589 0.736	0.541	<	1.976	Accept
14	State Federal	82 53	3.426 3.283	0.703 0.600	0.215	<	1.976	Accept
15	State Federal	82 53	3.304 3.471	0.559 0.575	2.687	>	1.976	Reject
	State	82	3.182	0.631				
<b>Grand Mean</b>					<b>1.120</b>	<b>&lt;</b>	<b>1.976</b>	<b>Accept</b>

The result of research hypothesis 2 presented in Table 5 show that the grand mean of the calculated t-value 1.120 was less than the critical t-value of 1.976. Based on this, the null hypothesis 2 was accepted and concluded that there is no significant difference in the mean responses of business educators in federal and state colleges of education in the Southwest, Nigeria on the influence of the appraisal of business teacher education programme on the availability of instructional facilities.

**Research hypothesis 3:** There is no significant difference in the mean responses of male and female business educators on influence of the appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria on the quality of graduates.

**Table 6:** *t*-t analysis on the mean responses of male and female business educators on influence of the appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria on the quality of graduates

ITEM	Gender	N	Mean	Std.	t-calculated	Symbol	t-critical	Decision
16	Male	63	3.412	0.585	0.634	<	1.976	Accept
17	Female Male	72 63	3.347 3.285	0.608 0.580	2.473	>	1.976	Reject
18	Female Male	72 63	3.527 3.539	0.555 0.590	1.365	<	1.976	Accept



19	Female	72	3.402	0.573	0.427	<	1.976	Accept
	Male	63	3.412	0.612				
20	Female	72	3.458	0.626	0.136	<	1.976	Accept
	Male	63	3.333	0.538				
<b>Grand Mean</b>					<b>1.007</b>	<	<b>1.976</b>	Accept

In Table 6, the result of the t-test analysis of research hypothesis 3 shows that the calculated t-value of 1.007 was less than the critical t-value of 1.976. Based on the t-test decision rule, the null hypothesis 3 was accepted and concluded that there is no significant difference in the mean responses of male and female business educators on influence of the appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria on the quality of graduates.

### Discussion

In Table 1 it was revealed that appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria has influence on the quality of business educators. Appraising the management of college of education help to ascertain the performance level of the management; and the performance of college of management is no doubt the reflection, most importantly of its human component. The quality of teachers therefore, speaks volume about the quality of education provided by a college of education. As Iraki (2013) agreed, appraisal has positive impact towards teaching and learning processes in schools and acted as an intervention strategy which benefited both the individual and the school in pursuit of quality education if well implemented.

Similarly, the t-test result in Table 4 suggested that there is no significant difference in the mean responses of male and female business educators on the influence of appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria on the quality of business educators. This implies that both male and female business educators believes that appraisal strengthens the quality of teachers in colleges of education. This aligned with the study of Iraki (2013) that both male and female teachers did not differ significantly in their responses on performance appraisal.

The result in Table 2 agreed to question 2 that appraisal of business teacher education programme in colleges of education in the Southwest influence the availability of instructional facilities. Facilities, according to Ehiamefor in Onwe (2015) are operational inputs of every institutional programme. Facilities need to be available to guarantee the accreditation of programmes in all colleges of education. The finding agrees with Onwe (2015) that the availability of facilities is therefore a prerequisite for establishing and accrediting a college of education in Nigeria.

Furthermore, the result of research hypothesis 2 presented in Table 5 indicate that there is no significant difference in the mean responses of business educators in federal and state colleges of education in the Southwest, Nigeria on the influence of the appraisal of business teacher education programme on the availability of instructional facilities. This means that both male and female business educators understand the relevance of instructional facilities for instructional delivery in business education. The finding agrees with directive of the National Commission for Colleges of Education (NCCE) in Onwe (2015) that it is compulsory for all lecturers and students (irrespective of the college of education) to make effective use of facilities in their colleges. The finding equally tallies with George (2016) who found no significant difference between Federal College of Education Pankshin and State College of Education Akwanga on the impact of available laboratory facilities for instructional delivery.

The mean responses in Table 3 indicated that the appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria has influence on the quality of graduates. This agree with Shattock in Agasisti (2017) that when institutions behave strategically (that is defining their own priorities, within the set of rules and incentives defined by a national or regional public authority), the role of management is pivotal in determining their performance; which is showcase in the institution itself, faculties and departments and individuals including the graduates of the institution. Also, Ebisime (2013) agreed that appraisal ensures that the products of colleges of education are of high quality and ensure the right person is awarded the right grade at the successful completion of a programme.

Additionally, the null hypothesis 3 was accepted and concluded that there is no significant



difference in the mean responses of male and female business educators on influence of the appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria on the quality of graduates. In this finding, both male and female business educators acknowledged that appraisal is a useful tool to improve teaching and learning. This is so because appraisal aim at improving all components in the teaching-learning process to meet set standard. The finding aligned with Momanyi (2019), that the improvements in teacher education are frequently suggested as solutions to educational problems.

### **Conclusion**

The professional training that teachers receive for them to be classified as professionals and to function effectively in the teaching profession is very important. To ensure that quality is maintain in those colleges of education preparing the teachers, its management performance has to be regularly appraised. Appraisal is a quality control procedure often undertaken by relevant bodies to ensure that standards are maintain.

The appraisal of colleges of education programme can be done internally by the management of the schools. The management ensures that programmes run smoothly the way they should and comply with all quality standards to remain accredited. This study examined some aspects of quality standards observed by the management of business teacher education programme of colleges of education in Southwest, Nigeria to include the employment of quality business educators, available of facilities for instructional delivery and the quality of graduates produced by the colleges of education. Appraisal set the standards, but the implementation of education goal is carried out by the teachers. The teachers are more effective in their task of rendering quality teaching if relevant facilities are availability to aid them do their job. Consequently, the outcome of effective teaching using instructional facilities is the quality of the graduates produced by the school.

### **Recommendations**

The following were recommended:

1. Regular appraisals should be carried out to ensure the quality of business educators both males and female equally.
2. Regular appraisals should be carried out to ensure the availability of instructional facilities in both federal and state colleges of education.
3. Regular appraisals should be carried out to ensure the quality of graduates.



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