

**ENSURING QUALITY ASSURANCE MECHANISMS IN THE TEACHING OF BUSINESS EDUCATION IN NIGERIAN COLLEGES OF EDUCATION**

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**Abstract**

*This study examined the assurance of quality assessment in the teaching of Business Education in Nigerian Colleges of Education. The study was limited to five Colleges of Education in the south-west zone of Nigeria using predetermined mechanism such as human resources e.g. lecturers and support staff, material resources, funding, facilities, promotions and staff development and use of computers in information storage, retrieval and teaching (electronic interactive board). Teaching methods such as team teaching, evaluation techniques involving: question pool, conference marking and external moderation were examined. One hundred (100) respondents were randomly selected for the study. These comprised of both male and female academic staff and students in the department of Business Education of the colleges. Three hypotheses were tested using the Chi-square analysis. Data for the study were collected through a modified self-developed questionnaire with the responses range of Agreed (A), strongly Agreed (SA), Disagreed (D) and strongly Disagreed (SD). The findings showed that significant quality or assurance mechanisms were assured in human resources and evaluations in the teaching of Business Education in the colleges of education at the south-west zone of Nigeria. On the basis of the findings, it was recommended that instructional materials enable learners to comprehend the interrelatedness of knowledge in different subject areas that have link with business education. Instructional materials enhance teacher-learner interaction in the classroom setting. Instructional materials concretize conceptual abstraction to solve problem in real life situation.*

**Keywords:** Quality Assurance Mechanism, Business Education, Teaching, College of Education, South-west zone.

## **Introduction**

Many researchers and authorities have commented immensely on the material resources, human resources and evaluation strategies adopted in the teaching of Business Education and other mechanism processes in Nigerian Colleges of Education. Ogunbusuyi (2005) asserted that, the importance of the use of instructional materials by both lecturers and students during instruction cannot be overemphasized. In Business Education, the use of instructional materials is essential to support learning and teaching of Business Education, because the subject is about natural and social phenomena which cannot be easily expressed without the support of graphics, maps, videos, pictures, etc. Bozitel (2005) asserted that using resource materials in Business Education classroom widens the channels of communication between lecturers and their students. He further maintained that the instructional materials allow the growth of specific learning abilities and enhance intellectual skills and other major skills. The use of charts and models enable the lecturers to present and illustrate many physical phenomenon and issues easily at the same time, it allows them to focus attention on the characteristics of instructional materials. Adeyanju (2003) said that learning can be reinforced with learning aids of different varieties because they stimulate, motivate, as well as arrest learners' attention for a while during the teaching and learning process. In a research conducted by Adeyanju (2003) in the University of Education Winneba, Ghana, quoted by Adediran and Abdulkareem (2012). The survey sample of teachers with several years of teaching experience of between three and twenty-five years showed that teaching aids improve methodology. Teachers also claim that learning aids reduced their talk and chalk efforts and with some of the instructional materials, their students get stimulated because the learning aids help them (students) to become more attentive. In addition, students' positive attitude generated more interest in the lesson as a result; students participate better in class activities. Ogunbayo (2010) said "the importance of instructional materials lies in the fact that abstract ideas, data or information expressed in printed pages become more tangible and concrete when they are translated or reflected in forms of instructional materials and resources. He further maintained that the inter disciplinary or integrated nature of business education demands that well thought out materials be used in the classroom instructional dissemination to enable the learners comprehend the interrelatedness of knowledge and unity of various disciplines making up the business education and human resource management. The materials will also be such that can unambiguously reveal the dynamic nature of administrative skills which have been called technical, human and conceptual skills.

Mosayiba and Adio (2008) pointed out that the use of instructional materials in the Business Education classroom and any other instructional setting improves teaching learning and allows the teacher and students to interact as human beings in the environment they find themselves. More specifically, instructional materials are used to concretize conceptual abstraction in Business Education since the focal point of Business Education is to instill in Students administrative skills that they will use to solve different problems within the environment. Koert (2000) observed that ICT as Instructional media has enhanced teaching and learning through its dynamic, interactive

and engaging contents. It provides real opportunities for individualized instruction. Information and communication technology has the potential to accelerate, enrich and deepen skills, motivate and engage students in learning, helps to create economic viability for tomorrow workers, contribute to radical changes in school, strengthen teaching and provide opportunities for connection between the school and the world. Information Communication Technology can make the school more efficient and productive, thereby engendering a variety of tools to enhance and facilitate teachers' professional activities (Yusuf, 2005).

### **Statement of the problem**

In consideration of the critical roles that Colleges of Education play in Nigeria's educational system, the issue of Quality Assessment Mechanisms in the teaching of Business Education has been a major concern. The observation is that, with well qualified staff in colleges of education, some colleges seem not committed to use material resources, teaching method adopted which had invariably affected the growth and quality in the country.

Further observation shows that in colleges of education, most schools have suffered use of instructional materials due to lack of assessment mechanisms in the schools (Ogunbusuyi, 2005) yet, quality assessment mechanisms are critical factors in the life of school organization.

Furthermore, almost every college in Nigeria, complain of inadequate instructional materials, new teaching methods adopted, human resources being used. All these multivariate negative practices affect students in schools.

Nevertheless, although many studies have focused on the effects of assessment mechanisms in the school development, only a few have focused on the assessment mechanisms on human resources used, material used and teaching methods adopted for school development. Therefore, it is evident that there is a knowledge gap on the ensuring quality assessment mechanisms in the teaching of Business Education in Nigerian Colleges of Education to be filled.

### **Objectives of the study**

The objectives of this study are:

1. To assess the quality assurance mechanisms in the human resources used for teaching of Business Education in colleges of education in the south-west zone of Nigeria.
2. To assess the quality assurance mechanisms in the teaching of Business Education in colleges of education in the south-west zone of Nigeria.
3. To assess the quality assurance mechanisms in the teaching methods adopted for teaching of Business Education in colleges of education in the south-west zone of Nigeria.

## **Hypotheses**

The following research hypotheses were tested in the study:

Ho<sub>1</sub>: There is no significant difference in the quality assuring mechanism in the human resources used for teaching Business Education in the colleges of education in the south-west zone of Nigeria.

Ho<sub>2</sub>: There is no significant difference in the quality assuring mechanism in the material resources used for teaching Business Education in the colleges of education in the south-west zone of Nigeria.

Ho<sub>3</sub>: There is no significant difference in the quality assuring mechanism in the teaching methods adopted for teaching Business Education in the colleges of education in the south-west zone of Nigeria.

## **Methodology**

The survey research design was adopted for the study. The staff and students of all colleges of education in the south-west zone of Nigeria constitute the population for the study. A total of one hundred respondents i.e. twenty-five members of staff and seventy-five students with a total of sixty males and forty females were randomly sampled using the simple random sampling method without replacement. A structured questionnaire was used as an instrument for data collection. It was validated by experts in Business Education. A reliability coefficient of 0.75 was established through the test and retest method. The data generated through the questionnaire were analyzed using the descriptive statistics of percentages and frequency counts and the Chi-square as the major statistical instrument to test the hypotheses at 0.05 alpha level.

## **Results:**

Hypothesis one

There is no significant difference in the quality assuring mechanism in the human resources used for teaching Business Education in the colleges of education in the south-west zone of Nigeria.

Table 1: Chi-square analysis of the quality assuring mechanism in human resources used for teaching Business Education.

| <b>Responses</b> | <b>Frequency</b> | <b>Percentage (%)</b> | <b>X<sup>2</sup> Cal</b> | <b>Table Value</b> | <b>DF</b> | <b>Remarks</b> |
|------------------|------------------|-----------------------|--------------------------|--------------------|-----------|----------------|
|------------------|------------------|-----------------------|--------------------------|--------------------|-----------|----------------|

|              |            |             |       |      |   |             |
|--------------|------------|-------------|-------|------|---|-------------|
| SA           | 92         | 92          | 83.24 | 9.48 | 4 | Significant |
| A            | 05         | 05          |       |      |   |             |
| D            | 02         | 02          |       |      |   |             |
| SD           | 01         | 01          |       |      |   |             |
| <b>TOTAL</b> | <b>100</b> | <b>100%</b> |       |      |   |             |

$X^2$  Cal = 83.24, Table value = 9.48, DF = 4

The result of the analysis revealed that 92% of the respondents strongly agreed, while 5% agreed with 2% disagreed and 1% strongly disagreed with the stated items on the variable in question. The obtained Chi-square value shows that the calculated Chi-square value of 83.24 was significantly greater than the table value at 0.05 level of significant. Based on the above results, the hypothesis which stated that there is no significant difference in the quality assuring mechanism in the human resources used for teaching Business Education in the colleges of education in the south-west zone of Nigeria was rejected.

#### Hypothesis Two

There is no significant difference in the quality assuring mechanism on the material resources used for teaching Business Education in the colleges of education in the south-west zone of Nigeria.

Table 2: Chi-square analysis of the quality assuring mechanism on the material resources used for teaching Business Education.

| Responses    | Frequency  | Percentage (%) | $X^2$ Cal | Table Value | DF | Remarks     |
|--------------|------------|----------------|-----------|-------------|----|-------------|
| SA           | 85         | 85             | 72.31     | 9.48        | 4  | Significant |
| A            | 10         | 10             |           |             |    |             |
| D            | 03         | 03             |           |             |    |             |
| SD           | 02         | 02             |           |             |    |             |
| <b>TOTAL</b> | <b>100</b> | <b>100%</b>    |           |             |    |             |

$X^2$  Cal = 72.31, Table value = 9.48, DF = 4

The result in the table revealed that 85% of the respondents strongly agreed with all its items while 10% agreed, 3% disagreed and 2% strongly disagreed. The obtained Chi-square value shows that the calculated value of 72.31 was significantly greater than the table value at the significant level

of 0.05. Based on the above results, the hypothesis which stated that there is no significant difference in the quality assuring mechanism on the material resources used for teaching Business Education in the colleges of education in the south-west zone of Nigeria was rejected.

### Hypothesis Three

There is no significant difference in the quality assuring mechanism in the teaching methods adopted for teaching Business Education in the colleges of education in the south-west zone of Nigeria.

Table 3: Chi-square analysis of the quality assuring mechanism on the teaching methods for Business Education.

| Responses    | Frequency  | Percentage (%) | X <sup>2</sup> Cal | Table Value | DF | Remarks     |
|--------------|------------|----------------|--------------------|-------------|----|-------------|
| SA           | 78         | 78             | 68.12              | 9.48        | 4  | Significant |
| A            | 15         | 15             |                    |             |    |             |
| D            | 04         | 04             |                    |             |    |             |
| SD           | 03         | 03             |                    |             |    |             |
| <b>TOTAL</b> | <b>100</b> | <b>100%</b>    |                    |             |    |             |

X<sup>2</sup> Cal = 68.12, Table value = 9.48, DF = 4

The result above revealed that 78% of the respondents strongly agreed with the items on the variable while 15% agreed, 4% disagreed and 3% strongly disagreed. The obtained Chi-square value shows that the calculated value of 68.12 was significantly greater than the table value at 0.05 level of significance. Based on the above results, the hypothesis which stated that there is no significant difference in the quality assuring mechanism on the teaching methods adopted for teaching Business Education in the colleges of education in the south-west zone of Nigeria was rejected.

### Discussion

The issue of teaching of Business Education as an examinable subject has been a very controversial one. This is because there appears to be a mix-up in the perception and attitude of some people to the subject. Some see it as just a subject that deals with the process of managing workers and allocating resources efficiently and effectively by applying microeconomic principles. Nevertheless, it is even rated higher in the United States of America and other countries of the world, because they believe that Business education is a function of organizational structure, the desired system of task allocation, coordination and supervision. (Mosayiba & Adio, 2018). Ogunbayo (2010), further maintained that the inter disciplinary or integrated nature of business education demands that well thought out materials be used in the classroom instructional dissemination to enable the learners comprehend the interrelatedness of knowledge and unity of various disciplines making up the business education and human resource management.

Despite the wrong perception and apparent low rating in the country, the study shows that there are significant quality assurance mechanisms in the teaching of Business Education in colleges of education in the south-west zone of Nigeria in terms of human and material resources as well as in teaching methods and evaluation approaches used. Ogunbayo (2010), Ogunbusuyi (2005) and Ema and Ajayi (2004) observed that the teaching of Business Education has recorded very significant acceptance and achievements in both colleges and tertiary institution in Nigeria despite some misgivings, negative attitude and perception in some quarters.

The study found out that there is significant difference in the quality assuring mechanism in the human resources used for teaching Business Education in the colleges of Education in the south-west zone of Nigeria. The finding conformed to the finding of Adeniran, Ayodele and Babarinde (2012) that the issue of teaching Business Education as an examinable subject has been a very controversial one. This is because there appears to be a mix-up in the perception and attitude of some scholars to the subject. Ogunbusuyi (2005) asserted that the importance of human resource used for teaching Business Education cannot be over emphasized.

The findings from hypothesis two stated that there is a significant difference in the quality assuring mechanism in the material resources used for teaching Business Education in colleges of Education in the south-west zone of Nigeria. The finding corroborated the findings of Mosayiba and Adio (2018) that material resources used for teaching Business Education is very important for the development of students and to achieve a greater desired objectives.

The findings from hypothesis three which stated that there is significant difference in the quality assuring mechanism in the teaching methods adopted for teaching Business Education in colleges of education in the south-west zone of Nigeria. The finding conformed to the finding of Ogunbayo (2010), Ogunbusuyi (2015) and Ema and Ajayi, (2004) that methods adopted for teaching Business Education in colleges of Education must be acceptable all over the colleges of Education and must also strengthen teaching and provide opportunities for connection between the school and the world.

### **Conclusion**

From the foregoing, it could be concluded that quality assurance mechanisms do exist and are being utilized during the teaching of Business Education in colleges of education in the south-west zone of Nigeria.

### **Recommendations**

Based on the outcome of this research, it is recommended by the study that all stake holders should ensure adequate quality assuring mechanism in the human resources, material resources and the teaching methods adopted for teaching Business Education in the colleges of education throughout the south-west zone of Nigeria.

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