



INFLUENCE OF INTERNAL QUALITY ASSURANCE PRACTICES ON BUSINESS EDUCATION PROGRAMME IN COLLEGES OF EDUCATION IN NORTH EAST NIGERIA

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Abstract

The study investigated the Influence of Internal Assurance Practices on Business Education Programme in Colleges of Education in North East Nigeria. The study has 5 objectives and five null hypotheses. the study adopted descriptive survey design. The study was conducted in six (6) states in North-east, Nigeria. The population of the study was 188 business education lecturers in 9 public Colleges of Education in the study area. Total Population Sample (TPS) was used for the study; hence the entire 188 lectures were used for the data collection. The instrument for the data collection was 4-point rating scale adapted structured questionnaire validated by 5 experts and pilot tested. A reliability of the instrument was determined through pilot study, and Cronbach Alpha was used to determine the reliability of the instrument. A reliability coefficient of .823 was obtained and found to be reliable. The data were collected by the researcher assisted by 6 research assistants. Data collected from the study were analyzed using Statistical Package of Social Science (SPSS, 25) to run mean scores and standard deviations to answer the research questions. Simple Linear Regression was used to test the research hypotheses at 0.05 level of confidence. The study revealed that the Internal Quality Assurance Practice positively influenced curriculum implementation, assessment and evaluation; provisions of facilities and learning resources; students support progression and provision of funds in business education programme in colleges of education in North-east Nigeria. The study concluded that effective internal quality assurance practice helps to improve business education programme Colleges of Education in the study area. Based on this it was recommended among others that, school management and National Commission of Colleges of Education (NCCE) should put in place every mechanism that will enhance quality assurance practices in Business Education programme in North-east, Nigeria.

Keywords: Assurance, Business Education, Internal Quality Assurance

Introduction

Education is a vital instrument of change in any society; it is an instrument for nation building. The development of a country's natural and human resources depends on education of the country (Alumode 2015). Education helps in the positive development of human potentials, talents, intellect, attitude and skills. Alumode (2015) reported that education contribute to the individual personal development, increases his/her productivity and income at work, and facilitates participation in economic and social life. The federal republic of Nigeria FRN, (2014) reported that the main policy objectives in education in Nigeria is to raise the quality of education at all level in order to make the products of the system more useful to the society and as one of the prime engines for development.

For Nigeria to achieve the same level of development attained by the developed

countries, the role of quality assurance cannot be overemphasized. From expert points of view, the goals of National Policy on Education can effectively be realized when there is a regular quality assurance mechanism for monitoring and evaluating the schools, the subjects, the methods, the teachers, the curriculum and the learning infrastructural facilities (Akhueomonkhan & Raimi, 2013). The authors maintained that, quality assurance in the education system involves the process of monitoring, assessing and evaluating all aspects of the education activities and communicating the outcome to all concerned with a view of improving the products of the education system. Based on the importance of quality assurance in education, institutions establish internal quality assurance which is responsible for building internal reputation of the institution. Internal quality assurance (IQA) is the institutional policies and mechanisms put in



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place to make sure that it is meeting its own purpose and standards. Phoom, Somkid, Muntana and Manit (2015) defined IQA as the totality of systems, resources and information devoted to setting up, maintaining and improving the quality and standards of teaching, scholarship (student learning experience), research, and service to community. In summary, IQA can be defined as the overall management system which is implemented in the Tertiary Institutions to carry out the quality policy for ensuring that University or College fulfills its purpose and meet the standards set by external elements. Rosa and Amaral (2014) opined that, a good internal quality assurance ensure accountability and to bring about improvement. This therefore means that effective quality assurance practices will help to value to educational sectors.

In the Nigerian tertiary education, quality assurance is the responsibilities of the supervisory agencies given the mandate to maintain oversight functions over the universities; the polytechnics; and the Colleges of Education. These supervisory agencies developed the Minimum Academic Standards (MAS) as benchmark for quality assurance in the tertiary institutions (Onyesom and Ashibogwu, 2013). The MAS covers among others: teaching quality/effectiveness, floor space for lectures, minimum laboratory facilities per students, minimum library space, minimum staff/student ratio, minimum teaching facilities, equipment and office accommodation (Akhueonkhan & Raimi, 2013). In view of the objectives of quality assurance on improving the input, process and output of education system, prompted the researcher to determine the influence of internal Quality Assurance Practices on business education programme in Colleges of Education in North east Nigeria.

Statement of the Problem

The state of the Colleges of Education in North-east Nigeria and quality of students the institutions graduates are worrisome. The study conducted by Olaitan, Nwachukwu, Igbo, Oyemachi and Ekong (2009) and Markus and Philipp (2018), both observed remarkable evidence of poor programme supervision, administration and

implementation as having led to downward trend in the quality of NCE teacher education programme. These observations were after the 2015/2016 accreditation exercise. In the same vein, Ukoha and Ahia (2017) discover that, quality assurance practice exercise failed to yield the desired objectives. With the dwindling situation and poor academic performance of students are what prompted the researchers to carry out the study. Based on the forgoing, the study specifically determined the influence of internal quality assurance practice on the: (1) the implementation of business education curriculum; (2) assessment and evaluation of business education; (3) provision of facilities and learning resources of business education; (4) students support and progression of business education programme; and (5) provision of funds in business education programme in Colleges of Education in the north-east, Nigeria

Null Hypotheses

Based on the research questions, the following research hypotheses were formulated: -

- H₀₁:** Internal quality assurance practice has no significant influence on the implementation of business education curriculum in Colleges of Education.
- H₀₂:** Internal quality assurance practice has no significant influence on the assessment and evaluation of business education programme in Colleges of Education.
- H₀₃:** Internal quality assurance practice has no significant influence on the provision facilities and learning resources of business education programme in collages of education in north-east.
- H₀₄:** Internal quality assurance practice has no significant influence on the student support and progression in Colleges of Education in north-east.
- H₀₅:** Internal quality assurance practice has no significant influence on the funding business education programme in Colleges of Education in North-East, Nigeria.



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Methodology

Research Design

The Research Design for this work was descriptive survey design. Descriptive design is concerned with finding, describing and interpreting the outcomes of the research. The design is relevant in quantitative research method because it allows for objective observation, reporting and analyzing of issues the way they are without any form of subjectivity. The study correctly fit into this opinion, since the study search of the opinions of sampled lecturers on influence of quality assurance practices on Business Education programme.

Population and Sample of the Study

The population of this study comprised of 188 business education lecturers in public Colleges of Education in the North East, Nigeria. A Total Population Sample (TPS) was used for the study. The TSP is the sample technique where by the entire population was involved in the study. Based on these the entire 188 business teachers were used for the study. The choice of TSP Technique was because the population was not too large to manage

Research Instrument

A questionnaire adapted from the NCCE Quality assurance practices titled Business Education Quality Assurance Questionnaire (BEQAQ) was used for the study. The BEQAQ contains 50 questionnaire items used to answer the research questions and test of hypotheses. The questionnaire was constructed in modified 4-point rating scale of Strongly Agree 4 points; Agree 3 points; Disagree 2 points; and Strongly Disagree 1 point. The respondents were asked to indicate their relative agreement with each item based on the scale. The Instrument used for data Collection was validated by five (5) experts at Abubakar Tafawa Balewa University Bauchi. After vetting the instrument, the corrections and suggestion were incorporated in final copy.

A pilot study was carried out in Jigawa state Colleges of Education, Gumel in order to test reliability of the instrument. Data collected from pilot test were subjected to Cronbach Alpha Reliability Test. The result gave

reliability coefficient of .823. Based on this, the instrument is reliable for the study

Method for Data Collection

The researcher employed 6 research assistants who assisted in the data collection. In each institution, interact was held with the target respondents so as to create rapport and smooth working relationship. Direct contact was used for data collection using face to face delivery method. The approach was considered appropriate because it enabled the researcher to thoroughly explain the purpose, importance and confidentiality of all information to the respondents. The exercise lasted for six weeks.

Method of Data Analysis

Data collected from the study were coded into Statistical Package of Social Science (SPSS, 25). The package was used to run inferential statistics of Simple Linear Regression was used at 0.05 level of confidence. The decision rule was based on p-value. In the test of the hypotheses, when the p-value was found to be less than the alpha value (0.05) the hypothesis was rejected and when the p-value was found to be greater than the alpha value, the hypothesis was accepted.

Results and Discussion

The results of hypotheses are as presented in Table 1 to 5.

Research Hypothesis One: Internal quality assurance practice has no significant influence on the implementation of business education curriculum in Colleges of Education in North-east, Nigeria.

The result of regression analysis documented in Table 1 reveals that Internal Quality Assurance Practice (IQAP) had a standardized coefficients beta value of .171 and the t-value stood at 2.303 with R-square value of .029 which indicated that IQAP had 2.9% influence on the implementation of business education curriculum in Colleges of Education in North-east, Nigeria. The $p = .022$ which was less than 0.05 level of significance suggested that the influence of IQAP on the implementation of business education curriculum in Colleges of Education. was significant. The hypothesis was therefore rejected.



Table 1: Regression Analysis on influence of Internal quality assurance practice on the implementation of business education curriculum in Colleges of Education.

Model	Standardized Coefficients (Beta)	T	R	R Square	Adjusted R Square	Sig.
1	.171	2.303	.171 ^a	.029	.024	.022

Research Hypothesis Two: Internal quality assurance practice has no significant influence on the assessment and evaluation of business education programme in Colleges of Education in North-east, Nigeria.

The statistical result in Table 2 disclosed the standardized coefficients beta value of -.291 with t-value of 4.025. The R-value obtained was .291 and R-Square stood at .085. The obtained values suggested that IQAP has

positive influence of 8.5% on the assessment and evaluation of business education programme in Colleges of Education in North-east, Nigeria. The p-value obtained was less than the alpha value ($.000 < 0.05$), the result indicated the internal quality assurance practice has positive influence on the assessment and evaluation of business education in Colleges of Education. The null hypothesis was therefore rejected.

Table 2: Regression Analysis on influence of Internal quality assurance practice on the assessment and evaluation of business education in Colleges of Education.

Model	Standardized Coefficients (Beta)	T	R	R Square	Adjusted R Square	Sig.
1	.291	4.025	.291 ^a	.085	.080	.000

Research Hypothesis Three: Internal quality assurance practice has no significant influence on the provision facilities and learning resources of business education programme in colleges of education in North-east, Nigeria.

The regression analysis used to test research hypothesis three presented in Table 3 revealed the Standardized Coefficients Beta value of .239 and the t-value was 3.249. The R-value obtained was .239 and the R-Square

was .057. The obtained R-Square indicated that the independent variable (internal quality assurance practice) has 5.7 influence on the provision facilities and learning resources of business education programme in colleges of education in North-east, Nigeria. The *p-value of .001* obtained further indicated that the influence of independent variable on the dependent variable was significant. The hypothesis was therefore rejected.

Table 3: Regression Analysis on influence of internal quality assurance practice on the provision facilities and learning resources of business education in Colleges of Education.

Model	Standardized Coefficients (Beta)	T	R	R Square	Adjusted R Square	Sig.
1	.239	3.249	.239 ^a	.057	.052	.001

Research Hypothesis Four: Internal quality assurance practice has no significant influence on students support and progression in Colleges of Education in North-east, Nigeria.

The regression analysis in Table 4 was used to test null hypothesis four. From the Table, the Standardized Coefficients Beta was .317 and the $t=4.417$. The R-value was .990 and the R-Square stood at .100. The obtained R-

Square indicated that IQAP had 10% influence on the student support and progression in Colleges of Education in North-east, Nigeria. This was also applicable to the p-value of .000 obtained which shows that IQAP has significant influence on students support and progression in Colleges of Education in North-east, Nigeria. The hypothesis was therefore rejected.

Table 4: Regression Analysis on influence of Internal quality assurance practice a on the support and progression business education student in Colleges of Education

Model	Standardized Coefficients (Beta)	T	R	R Square	Adjusted R Square	Sig.
1	.317	4.417	.317 ^a	.100	.095	.000



Research Hypothesis Five: Internal quality assurance practice has no significant influence on the funding business education programme in Colleges of Education in North-East, Nigeria.

The statistical evidence in Table 5 reveals the standardized coefficients beta value of .290 with t-value of 4.012. The R-value obtained was .290 and R-Square stood at .084. The

obtained R-Square suggested that the independent variable has 8.4% influence on the funding business education programme in Colleges of Education in North-East, Nigeria. The *p-value* of .000 indicated that internal quality assurance practice has positive influence on the funding business education programme in Colleges of Education. The null hypothesis was therefore rejected.

Table 5: Regression Analysis on influence of Internal quality assurance practice on the funding business education programme in Colleges of Education

Model	Standardized Coefficients (Beta)	T	R	R Square	Adjusted R Square	Sig.
1	.290	4.012	.290 ^a	.084	.079	.000

Discussion of the Finding

The result of research question one revealed that Internal Quality Assurance Practices (IQAPs) have influence on the implementation of business education curriculum in Colleges of Education in North-east Nigeria. This was also supported by test of corresponding null hypothesis one which shows that the influence of IQAPs on the implementation of business education curriculum was significant. The finding of the study was in line with the submission of Marsh and Lee (2014) stated that the quality assurance was designed to improve the educational effectiveness. Quality assurance also informs and encourages continuous improvement and control in the management of quality of education offered in higher education institutions (Pozo *et al.*, 2013). Haruni, Sipora and Kisanga (2014) also reported that quality assurance in higher education institutions is responsible for safeguarding the public interest in sound academic standards of higher education qualifications. In addition, Phoom, Somkid, Muntana. and Manit (2015) who opined that, internal quality assurance is a very important process to maintain the quality of education. The authors argued that, internal quality assurance develops quality culture within the school and to implement a strategy for the continuous improvement of quality.

The result of research question two revealed that IQAPs have influence on the assessment and evaluation of business education programme in colleges of education in North-east Nigeria. The test of corresponding null hypothesis null further affirmed that the influence was significant.

The result agreed with the finding of Megatroyd and Morgan (1994) who reported that, the educational quality assurance is the practical application of quality assurance concepts for explicit guidelines that are congruent with the characteristics of educational organizations. Similarly, Peter (2000) reported that as a result, quality control methods for both process and outcome so that schools can be learning organizations which are continuously proactively planning. Goddard, Sweetland and Hoy (2000) who reported that internal quality assurance practice plays significant roles on building motivation, administrating and managing the classroom, evaluating students learning and exchanging experiences with other teachers. For this reason, administrators' instructional leadership is important to the development of internal quality assurance operational. The result is also consistent with Subsatian (2003) who found that the causal model of the effectiveness of the internal quality assurance in basic education institutions assessment and evaluation of educational programme. Similarly, Suchiram (2012) indicated that the model of educational evaluation effectiveness of the internal quality assurance.

The result of research question three and test of corresponding null hypothesis three disclosed that IQAPs significant influence on the provisions of facilities and learning resources of business education programme in Colleges of Education in north-east Nigeria. The result was found to be the same with earlier submission of Goddard, Sweetland and Hoy (2000) who argued that.



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Internal quality assurance practice plays vital roles on provision of learning facilities and equipment needed for effective teaching and learning. Okebukola (2012) maintained that internal quality assurance is increasingly becoming an important aspect of higher education in developing countries, as expressed in the development of relevant policies, structures and systems at national and institutional levels IQAP system and practices with clients' commitment and practices for achieving intended broad institutions mission, vision and goals (Mourkani and Shohoodi, 2013).

The findings of research question four and test of null hypothesis four shows that IQAPS has influence on business education students support and progression in Colleges of Education in north-east Nigeria. The finding was found to be the same with that of Griffiths (2007), George and Jones (2008), Sirisukchaiwut (2008) who reported that, internal quality assurance helps in improving: (1) team work among teachers and students; (2) supports performance; (3) interaction, collaboration and it is the instrument in organizational development. Kangpheng (2008) also reported that, internal quality assurance is effective in providing independence among teachers and students and also encourages relationships, trust, subtlety and intimacy in schools. Furthermore, it helps with sharing authority, building happiness in working, a feeling of personal security and creativity for the organizations (Holder & Matter, 2008).

The results of the study further disclosed that IQAPS has significant influence on provision of funds to business education programme in colleges of education in North-east Nigeria. The result of the study agreed with that of Srikanthan and Dalrymple (2003) who reported that, quality assurance in higher education, whether external or internal, is a dynamic concept subject to the changing trends of higher education which lead to increase of funding and management of higher institutions. In the same lane, Akhuemonkhan and Raimi (2013) reported that, the ability of the Higher institutions to meet appropriate criteria relating to academic and administration matters: staff student ratios, staff mix by rank, staff development (professionalism), physical facilities,

supporting staff, funding systems, and adequate library facilities depends on quality assurance practices. The study of Bunoti, (2012) reported that internal quality assurance helps to achieve the stated vision, mission and goals of higher institutions. The author further added that, through quality assurance practice, the funding of department increases.

Conclusion

The study investigated the influence of internal quality assurance practices on business education programme in Colleges of Education in North east Nigeria. The results of the study disclosed that internal quality assurance have positive influence on enhancing quality of business education in North-east, Nigeria. It is therefore concluded that, effective quality assurance practices will ensure provision of needed human and material resources; utilization of available resources. These will guarantee the realization of mission and vision of the business education programme in colleges of education of producing needed manpower in teaching, clerical work and equipping youths with needed skills for self-reliance in Nigeria.

Recommendations

Based on the foregoing, it was recommended that, Management of Colleges of Education in the North-east Nigeria should assure that the standard quality assurance practices are properly implemented. In addition, the Head of Business Education programme in colleges of education make proper use of financial resources at their disposal to buy facilities and equipment needed for the attainment of visions and missions of the programme.

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