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STRATEGIES CONSIDERED EFFECTIVE BY BUSINESS EDUCATORS FOR QUALITY ASSURANCE IN BUSINESS EDUCATION PROGRAMME IN TERTIARY INSTITUTIONS IN ANAMBRA STATE

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Abstract

This study ascertained strategies considered effective by business educators for quality assurance in business education programme in tertiary institutions in Anambra State. Two research questions guided the study and two null hypotheses were tested. Descriptive survey research design was adopted for the study. The population comprised 117 business educators in four public tertiary institutions in Anambra State. The entire population was studied without sampling because the size was not too large. The instrument used was 16-items structured questionnaire. The instrument was validated by three experts. To determine the internal consistency, Cronbach's Alpha was used to test the reliability of the instrument and an overall coefficient value of 0.87 was obtained. Mean and standard deviation were used to answer the research questions, while t-test were used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that respondents rated the administrative strategies effective for quality assurance in business education in tertiary institutions in Anambra State to a high extent while motivational to a moderate extent. The type of institutions significantly influenced respondents' mean ratings on the extent administrative and motivational strategies were considered effective for quality assurance in business education in tertiary institutions in Anambra State. Based on the findings, it was concluded that business education is not taken into cognizance in the country's quest to make college and education, and university education accessible to all; the quality of education is deteriorating as the days keep unfolding. It was therefore recommended among others that, the entire strategies put in place for assuring quality should be properly monitored and regularly appraised by managements for effective control to achieve the desired results.

Keywords. Tertiary institutions, Strategies, Quality assurance, Business education programme.

Introduction

In tertiary institutions in Nigeria, business education programme has accounting option, office technology and management option, distributive/marketing option and computer option. The teaching of business education courses in universities and colleges of education cannot be overemphasized because it is an educational programme that not only expose students to the relevant business skills but improves their professional career development and workplace specialization. In universities and colleges of education, the goals of business education are to train the necessary manpower for industry, teaching, business, and public and private business establishments (Okoli, 2010). According to Okereke (2015), the skills acquired in any area of business education programme in tertiary institutions promote entrepreneurship training and development as it energized students to establish small business on their own upon graduation. Therefore, business education is that aspect of

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educational training which students receives with primary motive of enabling them acquire adequate attitudes, concepts, knowledge, understanding and skills in business activities for manager or teacher and as well as entrepreneur in the business world (Chibuike, 2013). The actualization of the noble mandate of business education in the society demands the application of quality assurance strategies in the school system.

Quality assurance is the adoption and maintenance of effective academic programmes in school systems. Quality assurance refers to planned and systematic educational activities set up to reduce lapses in the academic programmes of educational institutions (Chibuike, 2013). The concern for continuous quality improvement of various academic programme of educational institutions necessitated the advent of quality assurance in education. The essence of quality assurance in educational settings is to enhance effectiveness of teaching and learning with efficient monitoring and evaluation tools (Onyesom and Ashibogwu, 2013). The strength of business education programme in tertiary institutions depends on quality assurance strategies because they ensure that the programme equip students with accepted workplace practices, skills and knowledge. The application of quality assurance strategies thrive to ensure maximum effectiveness and efficiency of business education programme in relation to their stated objectives. Hence, Olufunwa, Waziri and Olorunmolu (2013) averred that educational institutions running business education programme can only achieved their goals, if they put in place quality assurance strategies that will ensure the production of quality graduates for national development. Akpotohwo and Ogeibin (2018) stated that quality assurance in business education include quality of syllabus and curriculum, accreditation council, quality of teachers, discipline of students and teachers, availability of infrastructure facilities, through selection of students during admission, constant supervision of instruction, training and development of teachers, constant assessment of quality of works/researches, motivation and quality administrators. This could be achieved by applying appropriate strategies.

From existing literature, Okoli, Utoware and Kaizer (2018) have explored various quality assurance strategies in business education programmes to include administrative, motivational, infrastructural facilities, leadership, demonstration lesson, teaching arrangement, research and development, teaching programmes, assessment/evaluation and instructional supervision among others. Thus, quality assurance strategies used in this study is composed of two constructs namely administrative and motivational because they appear to be exceptionally vital for accomplishment of the laudable educational objectives of business education programme. Administrative strategy refers to ability to persuade others to pursue divine goals. To accomplishment a laudable educational of business education programme hinge on qualitative administrative strategies such as planning, organizing, stimulating, coordinating, staffing, budgeting, communication and evaluating that deals with effective coordination and control of teaching and learning activities by heads of department of business education in tertiary institutions. Heads of department of business education programmes are expected to work with business educators to plan, implement, monitor, evaluate and review curriculum content, and academic activities of business education. Thus, effective administrative strategies enhance quality assurance in business education as it ensures that business educators and students comply with the laid down rules and regulations for effective teaching and learning to take place in tertiary institutions.

In addition, Steve-Beke, Akosubo-Ogori and Egemuze-Paul (2020) revealed that the administrative effectiveness helps to assure quality in the various educational levels and the entire educational system; and as such, the various roles, importance and the actual practices of quality assurance in the higher education institutions were critically analyzed. It also agrees with Jaiyeoba

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and Atanda (2015) reported that the university and college of education employees comply with set goals and quality standards singled out for special commendations, rewards and other motivational persuasions. Similarly, Steve-Beke et-al. further revealed that the moderating variables such as institution type of educators and so on could influence their opinions on certain educational issues. Thus, administrative strategies used by heads of department in business education could be effective when business educators are motivated in their working environment.

Motivational is a method of finding and harnessing one's in order to achieve ones goals. Sekakubo et-al. (2014) defined motivation as anything that encourages an individual to perform their in an expected manner. The important role of motivational strategies such as regular training, sense of recognition, conditions of service, regular and attractive payment of salary and effective communication in tertiary institutions cannot be overemphasized. Heads of department and business educators are motivated when they expect that a course of action is likely to be rewarded. This means that, motivational strategies largely influence workplace commitment and job performance. Therefore, motivational strategies play an important role in maintaining quality assurance because they influence heads of department and business educators' willingness to translate the objectives of business education programmes into experiences in the classroom.

Furthermore, Cheraisi, Kipchumba and Ayuo (2014) opined that the motivational strategies showed weak positive relationship against performance in public universities in Nakuru County. In support, Okoli and Igwegbe (2015) revealed that the cash and scholarship awards, exposing students to entrepreneurship education such as interacting with small scale business owners, display of project materials and government sponsorship, were considered as highly necessary strategies achieving quality assurance in business education. This implies that, the application of administrative and motivational strategies in business education ensure that meaningful teaching and learning takes place in business education programme.

In business education programme, the establishment of quality assurance strategies prevents instructional problems and ensures that business educators prepare the products of the programme in line with global workplace standards. Business educators are trained professional teachers of business education who are competent in teaching all the components that make tip business education programme in tertiary institutions. Nwazor and Udegbunam (2016) asserted that a business educator is deemed qualified if they has both the educational qualifications and academic background. Nwazor and Udegbunam stated that a qualified business educator is one who studies business education as an integrated discipline, not the components thereof such as accounts, economics, commerce, typewriting, shorthand, cooperative commerce, and so on. Nwazor and Udegbunam further noted that a qualified business educator should be able to teach business studies components, namely typewriting, shorthand, office practice, book keeping, economics and the jobs, but also future jobs which they wish to aspire to.

Certain variables may have influence on the opinion of business educators on their ratings of effective quality assurance strategies in business education programme. This study will take business educators' type of institution into cognizance. Type of institution in this research work means tertiary institutions that offer business education programme such as colleges of education and universities in Anambra State. According to Okoro (2015), universities and colleges of education showed that the criteria for measuring quality assurance have a significant impact on the preparation of the business education programme. This may be as a result of inability of tertiary institutions to come up with enabling statutes or ensuring proper quality assurance on the nature of business education programme to be compiled. However, the influence of type of institution on business educators rating of effective

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quality assurance strategies in business education has not been given adequate attention in Anambra State. Upon this fulcrum, the study seeks to determine business educators' rating of strategies considered effective for quality assurance in business education programme in tertiary institutions in Anambra State.

Statement of the Problem

The acceptable standard of business education programme is found in its effectiveness in increasing its graduates' job opportunities and their entrepreneurial tendencies to minimize the rate of unemployment in Nigeria. Unfortunately, little or no trust is exercised among graduates of business education programme by the employers of labour due to their inability to adapt to the modern requirements of the workplace (Steve-Beke et-al., 2020). The implication of this reality is that, there may be some deficits in the quality assurance of business education programme. Despite strategies of quality assurance put in place by the Federal and State Governments, as well as all the relevant educational authorities for sustainable higher education, the employers of labour exercise little or no trust on the benefits of business education programme as its appear that its products are yet to make remarkable impact in the business environment and the society at large. The problem of this study is that if this ugly mindset by the society is not taken into consideration, most of the business education students' graduate without gaining any meaningful employment in the society. Consequently, the students may not be gainfully employed after graduation or even when they get employment, the employers may be skeptical or exercise some doubt on their productivity. Therefore, there is an urgent need to pay more prominent attention to quality assurance measures used by business educators in Nigerian tertiary institutions and Anambra State particular. In order to fill this gap, the strategies considered effective by business educators for quality assurance in business education programme in tertiary institutions in Anambra State was conceived.

Purpose of the Study

The purpose of this study was to determine the strategies considered effective by business educators for quality assurance in business education programme in tertiary institutions in Anambra State. Specifically, the study determined the opinion of business educators on:

1. Administrative strategies considered effective for quality assurance in business education programme in tertiary institutions in Anambra State.
2. Motivational strategies considered effective for quality assurance in business education programme in tertiary institutions in Anambra State.

Research Question

The following research questions guided the study: In the views of business educators:

1 What are the administrative strategies considered effective for quality assurance in business education in tertiary institutions in Anambra State?

2 What are the motivational strategies considered effective for quality assurance in business education programme in tertiary institutions in Anambra State?

Hypotheses

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

1. College of education and university business educators do not differ significantly in their mean ratings on administrative strategies considered effective for quality assurance in

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business education programme in Anambra State.

2. College of education and university business educators do not differ significantly in their mean ratings on motivational strategies considered effective for quality assurance in business education programme in Anambra State.

Method

The study adopted descriptive survey design. The population of the study comprised 117 business educators in four public tertiary institutions in Anambra State. The entire population was used for the study because of its manageable population size, hence, the study adopted census survey. A 16 items structured questionnaire was used for data collected. The structured questionnaire was validated by three experts-two in business education and one in measurement and evaluation all from Nnamdi Azikiwe University, Awka. Their comments enhanced the content validity of the instrument. To establish the internal consistency of the instrument, a trial-tested was conducted. Data collected were analyzed using Cronbach Alpha to determine the internal consistency.

Reliability coefficients values of 0.89 and 0.84 for clusters B1 and B2 respectively with an overall coefficient value of 0.87. Out of the 117 copies of the questionnaire distributed to the respondents in their schools through direct approach which facilitated a response rate of 108 copies (representing 96 percent) with an attrition rate of nine copies (representing 8 percent) and used for data analysis. Data collected regarding the research questions were analyzed using mean and standard deviation while t-test was used to test the null hypotheses at 0.05 level of significance. In order to determine the strategies considered effective by business educators for quality assurance in business education programme in tertiary institutions, a decision rule based on real limit of numbers was used such that ratings between 4.50-5.00 were regarded as very high extent, items with mean ratings of 3.50-4.49 were considered as high extent; items with mean ratings of 2.50-3.49 were considered as moderate extent. Furthermore, items with mean ratings of 1.50-2.49 and 1.00-1.49 were considered as low extent and very low extent respectively. In testing the null hypotheses, where the calculated p-value is less than the stipulated level of significance (0.05), it meant that there was a significant difference and the null hypothesis was rejected. Conversely, where the calculated p-value is greater than or equal to the stipulated level of significance (0.05), it meant that there was no significant difference and the null hypothesis was not rejected.

Results

Research Question 1. What are the administrative strategies considered effective for quality assurance in business education in tertiary institutions in Anambra State?

Table 1.

Mean ratings on the administrative strategies considered effective for quality assurance in business education in tertiary institutions

SN	Administrative strategies for quality assurance	Mean	SD	Remarks
1	Establishment of internal educational policies	4.60	0.43	Very High Extent
2	Encouragement of teamwork	4.20	0.48	High Extent
3	Fostering emotional intelligence	4.70	0.42	Very High Extent
4	Delegation of authority	3.69	0.50	High Extent
5	Instilling sanction on defaulters	3.54	0.53	High Extent
6	Punishment for defaulters	4.24	0.48	High Extent

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7	Monitoring of employees	3.20	0.59	Moderate Extent
8	Supervision of employees	3.50	0.54	High Extent
	Aggregated	3.96		High Extent

Data in Table 1 shows that two items out of the eight items on administrative strategies for quality assurance listed have mean scores ranging from 4.60 to 4.70 and rated to very high extent. Five items have mean scores ranging from 3.50 to 4.24, rated to high extent while the remaining one item have mean ratings ranged of 3.20 and rated moderate extent. The cluster means score of 3.96 showed that, on the whole, respondents in the area of the study rated the administrative strategies considered effective for quality assurance in business education in tertiary institutions in Anambra State to high extent. The standard deviations for all the items are within 0.42 to 0.59 indicating that the respondents are not wide apart in their ratings.

Research Question 2. What are the motivational strategies considered effective for quality assurance in business education programme in tertiary institutions in Anambra State?

Table 2.
Mean ratings on the motivational strategies considered effective for quality assurance in business education programme in tertiary institutions

SN	Motivation strategies for quality assurance	Mean	SD	Remarks
9	Training employees to develop career	3.30	0.56	Moderate Extent
10	Recognize employees for good work	3.20	0.59	Moderate Extent
11	Reward good work accordingly	3.70	0.45	High Extent
12	Ensure effective communication among staff	3.69	0.46	High Extent
13	Training of employees in decision making	3.54	0.51	High Extent
14	Encourage employees to pursue higher degrees	3.24	0.58	Moderate Extent
15	Sponsor employees to pursue skill acquisition training	3.20	0.59	Moderate Extent
16	Empower employees through incentives	3.50	0.52	High Extent
	Aggregated	3.42		Moderate Extent

Data in Table 2 shows that four items out of the eight items on the motivational strategies listed have mean scores ranging from 3.50 to 3.70 which mean that they are rated high extent. The remaining four items have mean ratings ranging from 3.20 to 3.30 which indicate that they are rated as moderate extent. The cluster mean score of 3.46 shows that, on the whole, respondents in the area of the study rated the motivational strategies considered effective for quality assurance in business education programme in tertiary institutions in Anambra State to moderate extent. The standard deviations for all the items are within 0.45 to 0.59 indicating that the respondents are not wide apart in their ratings.

Hypothesis 1. College of education and university business educators do not differ significantly in their mean ratings on administrative strategies considered effective for quality assurance in business education programme in Anambra State.

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Table 3.
The t-test analysis of college of education and university business educators' difference in their mean ratings on administrative strategies considered effective for quality assurance in business education programme.

Type of Institutions	N	Mean	SD	Df	t-cal	p-value	Decision
Colleges of Education	76	3.12	.15	106	2.93	.000	Significant
Universities	32	3.10	.10				

Table 3 shows that college of education and university business educators in Anambra State differ significantly in their mean ratings on administrative strategies considered effective for quality assurance in business education programme with 3.12 and 3.10 mean scores while the corresponding standard deviation is .15 and .10. The Table indicated t-value of 2.93, at degree of freedom of 106 and the p-value of .000. Testing at alpha level of 0.05, the p-value is significant, since the p-value is less than the alpha value (0.05). Therefore, the null hypothesis is rejected which mean that there was a significant difference.

Hypothesis 2. College of education and university business educators do not differ significantly in their mean ratings on motivational strategies considered effective for quality assurance in business education programme in Anambra State.

Table 4.
The t-test analysis of college of education and university business educators' difference in their mean ratings on motivational strategies considered effective for quality assurance in business education programme.

Type of Institutions	N	Mean	SD	Df	t-cal	p-value	Decision
Colleges of Education	76	3.19	.12	106	2.23	.001	Significant
Universities	32	3.02	.13				

Table 4 shows that college of education and university business educators in Anambra State differ significantly in their mean ratings on motivational strategies considered effective for quality assurance in business education programme with 3.19 and 3.02 mean scores while the corresponding standard deviation is .12 and .13. The Table indicated t-value of 2.43, at degree of freedom of 106 and the p-value of .001. Testing at alpha level of 0.05, the p-value is significant, since the p-value is less than the alpha value (0.05). Therefore, the null hypothesis is rejected which mean that there was a significant difference.

Discussion of Findings

The findings of the first research question revealed that the administrative strategies considered effective for quality assurance in business education in tertiary institutions in Anambra State were rated to a high extent. This implies that the administrative strategies applied by the business educators helps to assure quality programme in business education in tertiary institutions. This finding agrees with Steve-Beke, Akosubo-Ogori and Egemuze-Paul (2020) who revealed that the administrative effectiveness helps to assure quality in the various educational levels and the entire educational system; and as such, the various roles, importance and the actual practices of quality

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assurance in the higher education institutions were critically analyzed. It also agrees with Jaiyeoba and Atanda (2015) who reported that the university and college of education employees comply with set goals and quality standards singled out for special commendations, rewards and other motivational persuasions. These implies that effort ought to be made in ensuring that the administrative strategies for quality assurance in business education in tertiary institutions are rated to a very high extent and to enable the programme achieved it set objectives and goals. To settle the belief by some employers of labour on lack of trust on the benefits of business education programme, the administrative strategies for quality assurance need to increase to a very high extent.

The findings also showed that the type of institutions significantly differ in their mean ratings on the administrative strategies considered effective for quality assurance in business education programme in tertiary institutions in Anambra State. The finding agrees with Okoro (2015) who reported that the universities and colleges of education criteria for measuring quality assurance have a significant impact on the preparation of the business education programme. Similarly, the finding on the type of institutions with that of Steve-Beke, Akosubo-Ogori and Egemuze-Paul (2020) reported that the moderating variables such as institution type of educators and so on could influence their opinions on certain educational issues. The implication of the finding was that the type of institutions had no influence on the administrative strategies considered effective for quality assurance in business education programme in tertiary institutions in Anambra State.

The findings of the second research question revealed that the motivational strategies considered effective for quality assurance in business education in tertiary institutions in Anambra State were rated to a moderate extent. This implies that the motivational strategies applied by the business educators helps to assure quality programme in business education in tertiary institutions but not as expected. This finding agrees with Cheraisi, Kipchumba and Ayuo (2014) who reported that the motivational strategies showed weak positive relationship against performance in public universities in Nakuru County. These implies that effort ought to be made in ensuring that the motivational strategies for quality assurance in business education in tertiary institutions are rated to a very high extent and to enable the programme achieved it set objectives and goals. To settle the belief by some employers of labour on lack of trust on the benefits of business education programme, the motivational strategies for quality assurance need to increase to very high extent.

The findings also showed that the type of institutions significantly differ in their mean ratings on the motivational strategies considered effective for quality assurance in business education programme in tertiary institutions in Anambra State. The finding agrees with Okoro (2015) who reported that the universities and colleges of education criteria for measuring quality assurance have a significant impact on the preparation of the business education programme. Similarly, the finding on the type of institutions with that of Cheraisi, Kipchumba and Ayuo (2014) revealed that there is a significant relationship on the employee motivation and quality assurance toward organizational performance. The implication of the finding was that the type of institutions and years of teaching experience had no influence on the motivational strategies considered effective for quality assurance in business education programme in tertiary institutions in Anambra State.

Conclusion

Based on the findings of the study, it was concluded that, relatively, Nigeria in recent times has been witnessing a significant proliferation of tertiary institutions. In fact, it is saddening to note that many of the indices that can guarantee qualitative college and education, and business education are not taken into cognizance in the country's quest to make college and education, and university

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education accessible to all; the quality of education is deteriorating as the days keep unfolding. However, to salvage this deplorable situation in Nigeria educational system and business education particular, strategies have been assessed and considered effective for quality assurance. Such strategies as assessed by this study are administrative and motivational for effective quality assurance. Therefore, to enthrone and maintain quality and sustainable standards in business education, these strategies must be harnessed and implemented properly.

Recommendations

Based on the findings and conclusion of the study, the following recommendations are made:

1. The entire strategies put in place for assuring quality should be properly monitored and regularly appraised by managements for effective control to achieve the desired results.
2. There should be regular supervision of its staffs by the department, faculty, senate and of course, business educator's modality of applying motivational and instructional supervision strategies for goals attainment. Teaching methods and instructional materials should also be checked-off by HODs before administration.

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