



QUALITY ASSURANCE AND BUSINESS STUDIES SUBJECT IN SECONDARY SCHOOLS IN ILORIN SOUTH LGA OF KWARA STATE

¹**Aluko Kudirat Atinuke**

*Kwara State College of
Education, Ilorin.*

*hableem2015@gmail.com
08033698647, 08094659351*

²**Oba Rasak Bolanta**

*Kwara State College of Education, Oro.
igbobi65@yahoo.com*

Abstract

This paper empirically investigated application of quality assurance in business studies subject in secondary schools in Ilorin South Local Government Area of Kwara State. In carrying out investigation on this work, two research questions and two hypotheses were phrased to guide the study that covers selected public secondary schools in Ilorin South LGA, Kwara State. A 12-item questionnaire was constructed, validated and administered on a purposive random sample of 100 subject. The instrument was administered over a period of one week because of dispersed nature of schools sampled with the help of field assistants. The data collected were analyzed with the help of mean and standard deviation for research questions and t-test statistic for the hypotheses at 0.05 level of significance. Surprisingly, the two hypotheses were accepted in favour of their alternatives. Based on the findings, it was recommended among others that: (1) Business studies should be well funded to promote qualitative education to the recipients and (2) Business studies teachers should always be mandated to attend training and development programmes organized by the schools, ABEN and other related organizations with financial supports from school management.

Keywords: *Quality Assurance, Business Studies, Training.*

Introduction

Business studies is one of the subjects taught in junior secondary education. It teaches the arts and science of business to the recipients. At tertiary education, it is called Business Education, which refers to an important part of the general education, which emphasizes on skills and competencies acquisition for use in offices, and business related occupations (Okolo, 2010). It is concerned with the impartation of business orientation and knowledge for personal and national development. Business education involves teaching students the fundamentals, concepts, theories and processes of business (Onyesom & Ashibogwu, 2013). Furthermore, Jimoh-Kadiri and Bupo (2012) described business education as the transfer of pedagogical and business competencies necessary for teaching business attitudes, concepts, skills and knowledge. Business education is therefore that aspect of educational training, which an individual receives with the primary motive of enabling him to acquire adequate attitudes, concepts, knowledge, understanding and skills in business activities for vocational usage in careers as an administrator, manager, or teacher wherever he may find himself in the business world.

According to Okoye and Ashibogwu (2018), the objectives of business education includes to: develop a mature understanding of the general nature of business, provide the needed background for teaching in business subjects, provide training in specialized phases of business activity and to lay a cultural and ethical foundation for the development of the fore-going objectives. This informed the position of Agboola (2015)



who perceived business education as consisting of the total activity that is planned, organized and developed in form of preparation of youths for responsible economic participation in the community. It is a vocational aspect of vocational and technical education that is taught to students at secondary level of education as Business Studies and as Business education at tertiary level of education. Business studies deals with delivery of qualitative knowledge of business so that beneficiaries can be useful to his/her remote and immediate society.

From the foregoing, it is justifiable to say that; quality programme is the only means by which national objectives on education can be achieved. Government adopted education as an instrument par excellence for national building and development (FGN, 2013) but if this is to be achieved, qualitative education must be delivered in all educational programmes (business studies is inclusive). For the objectives of business education and other inherent benefits of education to be realized, there is need therefore, to ensure quality and sustainable standards in the Programme. With respect to qualitative business studies education, quality as seen by Oladipo, Adeosun and Oni (2009) in Okoye et al (2018) is the ability or degree to which an educational system conforms to established standard and appropriateness. Therefore, quality in education means the relevance and appropriateness of the education programme to the needs of the community for which it is provided.

Ensuring quality of education delivery in Nigeria is a fundamental and contemporary challenge in the education subsector. Quality assurance is designed to prove and improve the quality of an institution's methods and educational processes and products (Onyesom et al, 2013). Abdullahi, Tijani and Mafara (2020) defined quality assurance as a set of activities deliberately set up to ensure that an entity meets all the quality needed by adopting a standard act of process and techniques like adequate funding, training and quality control. According to Igborgbor (2012), quality assurance connotes all the measures taken to ensure that the educational system is better able to meet the needs of each society. In another view, quality assurance means all the procedures, processes and systems that support and develop the education and other activities of the higher education. Quality assurance and auditing are one way to support education to improve its quality of delivery (Kontio,2012).

The need for quality assurance in Nigerian business education for effective teaching and learning cannot be overemphasized. However, Adegbasan (2011) enumerated the followings as the major needs for quality assurance in Nigeria education system:

1. To serve as indispensable component of quality control strategy in education
2. To ensure and maintain higher standard of education at all levels
3. To assist in monitoring and supervision of education
4. To determine the quality of the teachers' input
5. To determine the number of classrooms needed based on the average class size to ensure quality control of education
6. To determine the level of adequacy of the facilities available for quality control
7. To ensure how the financial resources available could be prudently and judiciously utilized

In relation to the above, Ehindero (2004) postulates the followings as the basic indices for quality assurance in education:

1. Learners' entry behavior, characteristics and attitudes including some demographic factors that can inhibit or facilitate their learning
2. The teachers' entry qualifications, values, pedagogic skills and professional preparedness
3. The teaching/learning processes including the structure of the curriculum and



- learning environment
4. The flow of operational funds including its adequacy and regularity. The interplay of these and other related factors will go a long way in determining the outcome of any educational program

Therefore, for education to really serve as a veritable vehicle for socio-economic growth and development as well as for the actualization of these lofty objectives of business education educational institutions and its systems must function optimally in relation to its set standard. Hence, this study intends to investigate application of quality assurance in business studies in secondary schools in Ilorin South Local Government Area of Kwara State.

Statement of the Problem

Business studies in secondary schools have always been looked down upon despite that parents are aware of the employment value in vocational education of which business studies is a subsidiary. They are still prepare to accept the superiority of socially prestigious professions like law, medicine, engineering, journalism, and others. They thereby encourage their wards to be serious with subjects that will make them become such like Literature-in-English, Basic Science, Basic Technology, Technical Drawing and their likes. In spite of this problem, the government is not helping the situation by not funding the programme adequately and nothing is done to the teachers who do not studied business education teaching the subject in secondary schools in Kwara State. It is on this note that, the current study intends to conduct research on the application of quality assurance in business studies in secondary schools in Ilorin South Local Government Area of Kwara State.

Research Hypotheses

The following hypotheses were formulated for the study and tested at 0.05 level of significance:

HO₁: There is no significant difference in the mean response of male and female business studies teachers on the level of government funding of business studies in secondary schools in Ilorin South Local Government Area of Kwara State.

HO₂: There is no significant difference in the response of male and female business studies teachers on the quality of teachers teaching business studies in secondary schools in Ilorin South Local Government Area of Kwara State.

Methods

The study adopted a descriptive survey research design. The population of this study comprises all the 2,780 business studies teachers in Ilorin-south secondary schools in Kwara State. The researchers sampled ten secondary schools from which 100 respondents were sampled altogether through a purposive sampling technique. A researcher-structured questionnaire titled: Quality Assurance in Business Studies Questionnaire (QABS) was used for data collection. The instrument was divided into two parts (A & B). Part A was on personal data of respondents while Part B contained problem items of the study. Similarly, the instrument was structured on a modified 4 Likert Scale of Strongly Agree (SA) (4.0), Agree (A) (3.0), Strongly Disagree (SD) (2.0) and Disagree

To ensure the validity of the instrument for this study, the draft questionnaire was given to three experts in Business Education Department, Kwara State College of Education, Ilorin and to determine the reliability of the instrument, the questionnaire was subjected to test-retest method of reliability, which yielded .68 coefficient. 100 questionnaires were distributed and all collected. Research questions were analyzed



using mean and standard deviation with a criterion mean of 3.00 and those of hypotheses analyzed using t- test statistic at 0.05 level of significance.

Data Analysis and Interpretation of Results

Research Question I

What is the level of government funding of business studies in secondary schools in Ilorin South Local Government Area of Kwara State?

Table 1: Mean Response of Male and Female Business Studies Teachers on the Level of Government Funding of Business Studies

S/N	Item Statement	X	SD	Decision
1.	There are adequate facilities for teaching business studies	2.86	.529	Disagreed
2.	Textbooks are provided for teaching business studies	2.76	.687	Disagreed
3.	Funds earmarked by government for conducting business Studies	2.75	.548	Disagreed
4.	Business studies teachers are given special allowances	2.55	.888	Disagreed
5.	Government builds business studio in secondary schools	2.58	.732	Disagreed
6.	Laptops are provided for schools to teach business studies	2.08	.660	Disagreed

Source: Field Survey, 2020

The data in Table 1 revealed that items 1 – 6 had their mean scores above cut-off point of 3.00. Therefore, all the respondents disagreed with these items on the level of government funding of business studies in Ilorin secondary schools in South Local Government of Kwara State.

Research Question II

What is the quality of teachers teaching business studies in secondary schools in Ilorin South Local Government Area of Kwara State?

Table 1: Mean Response of Male and Female Business Studies Teachers on the Quality of Teachers Teaching Business Studies in Secondary Schools

S/N	Item Statement	X	SD	Decision
1.	I studied business education	2.47	.566	Disagreed
2.	I studied secretariat education	2.25	.437	Disagreed
3.	I am a member of ABEN	2.35	.480	Disagreed
4.	I used to attend ABEN Conferences	2.32	.596	Disagreed
5.	I used to attend training programmes in business education	2.43	.563	Disagreed
6.	I used to attend seminars, workshops on business education	2.30	.629	Disagreed

Source: Field Survey, 2020

The data in Table 1 revealed that items 1 – 6 had their mean scores above cut-off point of 3.00. Therefore, all the respondents disagreed with these items on the quality of teachers teaching business studies in Ilorin secondary schools in South Local Government of Kwara State.



Hypotheses Testing

HO₁: There is no significant difference in the mean response of male and female business studies teachers on the level of government funding of business studies in secondary schools in Ilorin South Local Government Area of Kwara State.

Table 3: *T-test Statistic of Male and Female Business Studies Teachers’ Responses on the Level of Government Funding of Business Studies*

	X	SD	N	DF	StdE	t-cal.	t-crit.	Decision
Male	55.55	40.19	60	98	9.50	2.12	2.71	Accepted
Female	44.11	40.50	4098					

Source: *Field Survey, 2020*

Table 3 above shows t-calculated value 2.12 lesser than t-critical value 1.71. This is an indication that there is no significant difference between responses of male and female business studies teachers on the level of government funding of business studies in secondary schools in Ilorin South Local Government Area of Kwara State. Therefore, the null hypothesis is retained.

Table 7: *T-test Statistic of Male and Female Business Studies Teachers’ Responses on the Quality Teachers Teaching Business Studies*

	X	SD	N	DF	StdE	t-cal.	t-crit.	Decision
Male	63.09	48.30	60	98	6.43	2.19	3.13	Accepted
Female	50.16	33.17	40	98				

Source: *Field Survey, 2020*

Table 6 above shows t-calculated value 2.19 lesser than t-critical value 3.13. This is an indication that there is no significant difference between responses of male and female business educators on the influence of training on the instructional delivery in colleges of education in Kwara State. Therefore, the null hypothesis is retained.

Discussion of Findings

The result of Tables 1 and 3 provided answer to research question one and hypothesis one respectively. The findings revealed that government has not been funding business studies adequately in secondary schools in Ilorin South Local Government Area of Kwara State. This in line with the Okeke and Eze (2010) which found that sufficient fund has not been channeled to business education which is a major problem plaguing the system.

Also, Tables 2 and 4 revealed answers to research question two and hypothesis two respectively. The findings showed that unqualified teachers are the ones teaching business studies in secondary schools in Ilorin South Local Government Area of Kwara State. This agreed with the study of Alade and Lemo (2009) which found that resources are very important in the development of qualitative education and so the success or failure of any system of education depends on the quality and quantity of human and material resources madeavailable.



Conclusion

Based on the findings of the study, it was concluded that quality assurance in business studies subject is very important because of the ability of the subject to build self-reliant individuals in the society when its quality is adequately assured. If this is done, the subject would be taught with quality infrastructure, materials and qualified teachers to inculcate the needed skills, character and attitudes to the students for them to further their education in business education or to be able to create a job for themselves where they are not furthering with their education. For this to be achievable, adequate fund must be provided and to be supported with adequate qualified teachers.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Business studies as a vocational subject in secondary schools in Nigeria should be well funded by Government so as to guarantee quality teaching and learning of the subject.
2. Business studies teachers should always be mandated to attend training and development programmes like workshops, seminars, among others organized by the schools, ABEN and other related organizations with financial supports from school management so that the quality of business studies teachers will be improved.



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