

INTERNAL QUALITY ASSURANCE IN TERTIARY INSTITUTIONS AS A TOOL FOR ENSURING QUALITY IN BUSINESS EDUCATION PROGRAMME: A REVIEW

By

¹**Mahmud Mohammed Lele**

(lelemahmud@gmail.com 08036027275)

²**Isah Sulaiman**

(isahsulaiman44@gmail.com 07061387161)

³**Abubakar Alhaji Sani**

(zadexcomputers@gmail.com. 08034833813)

^{1,2}Department of Business Education, Aminu Saleh College of Education Azare, Bauchi State.

³Department of Business Administration and Management, Abubakar Tatari Ali Polytechnic Bauchi State.

Abstract

The need for quality in our educational system has made institution of learning to embrace internal quality assurance practices. Quality assurance in tertiary institutions is meant to checkmate performance of staff and ensure availability of infrastructure across department/units. Providing enabling environment for quality assurance and its maintenance is a primary indicator of internal quality practices of a given institution. Hence, the core purpose of quality assurance in business education is to attain effectiveness and efficiency of the programme towards achieving the set standards. In other words, quality assurance is responsible for assessing the availability of resources, teacher-students' ratio, infrastructure/facilities, financial support, monitoring mechanism, staff development etc. In view of the above, therefore, this paper intends to designate theoretical concepts of internal assessment system for educational institutions with regard to business education. The study will focus on some of the internal quality practices that are used for assuring quality.

Keywords: Quality Assurance, Business Education, Practices

Introduction

According to the Nigerian National Policy on Education (Federal Republic of Nigeria, 2004), education is an instrument 'par excellence' which is vital for effecting national development, transformation and social reconstruction. It is a way of socializing people into the community, for sustaining customs and traditions in addition to the modification or changing of same in line with extant ideologies, ideological expansion or reformation (Charles & Chukwugozie 2016). Education can be seen as an excellent tool for bringing about advancement in science, technology, agriculture, business and other art of life and in turn will bring development to a nation. Therefore, education is an instrument that could help an individual to develop into a sound and effective citizen, capable of self-

realization, and having the right type of values and attitudes for survival (Eyiuche, Ifeoma, Wenceslaus & Theodora 2015). It is worthy therefore to declare that education is the bedrock for economic growth and development of any nation. It is a process of imparting knowledge, skills, facts and ideas in the mind of the individual so as to stimulate economic and social growth of a nation. Education burnish human potentials, talents, intellects, attitude and skills which would have been left untapped. It is that systematic and periodic way of training and development of the mental capabilities and mind of individual through teaching and learning.

The need for quality in our educational system has made our schools to embrace internal quality assurance practices in order to checkmate performance of staff

and ensure availability of infrastructure across department/units. Therefore, the whole essence of quality assurance in business education is to enhance and improve the effectiveness and efficiency of the programme towards achieving the set standards. However, despite the existence of such supervisory units and their laudable functions in achieving higher academic productivity, there are concerns on the stunted growth in quality of business education programme. In recent times, evidences abound that the education system in Nigeria (business education inclusive) is performing below expectations. Onyesom and Ashibogasu (2013) are of the view that, quality assurance of business education program in Nigeria may have been jeopardized by several factors such as poor evaluation program, inadequate funding, poor supervision, attitudinal failure among others. In essence this study intend to investigate and assess the level of internal quality practices on quality assurance of business education programme.

Concept of Business Education

Business education which is also part of general education can be seen as one of the foundations that help individual to develop into a sound and effective citizen, capable of self-realization, and having the right type of values and attitudes for survival. It is that portion of education which prepares students with viable skills, acquaintance and attitudes needed for early employment and advancement in business related occupations. It is an educational programme which involves training of students in relevant field of study such as accounting, marketing, and finance and business management. Students of business education are expected to acquire the knowledge and skills in leadership, communication and business ethics. Ajisafe, Bolarinwa and Tuke (2015) state that business education remained the foundation of human resource development which provides attitude, knowledge, skills, and understanding needed to perform in the business world as a producer of economic goods and services that business

offers. Aliyu (2013) sees business education as a means to prepare the youths with certain economic and business concepts as a vehicle for better understanding and analysis of the world they live in. This shows that business education is geared toward providing individuals with appropriate skills, knowledge abilities and competencies that will enable them to be self-employed and self-reliant. With this position, one can infer that business education is designed to empower the recipients so as to reduce the level of unemployment and serve as avenue for nation building. In the view of Edokpolor and Egbri (2017), the goals of business education are to:

1. Prepare students for specific career in office occupations;
2. Equip students with the requisite skills for job creation and entrepreneurship; and
3. Expose students with knowledge about business, including a good blend of computer technology, which incorporates Information and Communication Technology (ICT).

The philosophy of Nigerian Certificate in Education (NCE), Business Education, is to make the Business Educators understand the concept and philosophy of the National Policy on Education as regard Business Education in national development (FEG 1981)

Quality Assurance in Business Education

Quality assurance in teaching and learning has become a major strategic issue in tertiary education systems across the globe over the past decades (Harvey and Williams 2010). Quality assurance in higher education is a systematic process of assessing and verifying inputs, outputs and outcomes against standardized benchmarks of quality, to support and enhance quality, ensure greater accountability and help in harmonization of standards across academic programmes, institutions and systems (UNESCO, 2014). Kontio (2012) assert that quality assurance in education means all the procedures, processes and systems that support and develop the education and other activities of the higher education. Quality Assurance can be defined as the systematic

review of educational programmes to ensure that acceptable standard of education, scholarship and infrastructure are being maintained (Odo, 2015). Furthermore, Inalegwu (2018) defined Quality Assurance as the planned and systematic activities implemented in a way that quality requirements for a product or service will be fulfilled. It is the systematic measurement for comparison with a standard, monitoring of process and an associated feedback loop that confers error prevention. Amoor (2010) sees quality in teaching from the view of the teacher, quality teacher means mastering the subject he teaches and how to teach it to the students; understanding how students learn and what to do when they are having difficulty; be able to use effective teaching methods for those who are leaning easily as well as those who have special needs (Onyesom and Ashibogasu 2013).

Therefore, for effective teaching and learning in business education to be guaranteed, emphasis should be placed on quality of teaching and learning so as to attend effectiveness, efficiency and productivity in business education programmes (Utoware & Kren-Ikidi, 2013). On the other hand, Chibuike, (2013) identifies some measuring criteria for quality assurance in Business Education: quality of resource input, quality of output, quality of process and quality of content. Hence, as a business educator, one needs to exercise high level of professionalism by upholding the practices of Quality Assurance. Odo (2015) opines that the whole essence of quality assurance in business education is to enhance and improve the effectiveness and efficiency of the system towards achieving the set standards. Amoor, (2010) identified four (4) factors affecting Business Education quality to include: shortage of teachers, teachers' qualification and experience, lack of supervision of teachers and poor image of Business Education programme. It can also be seen as the process of monitoring, evaluation or review of higher education in order to establish stakeholder's confidence, and expectations or meets minimum requirements. (Martin and Stella, 2007).

Hence, availability or otherwise of factors such as infrastructure /facilities, staff development, and teaching and learning practices can positively or negatively impact internal quality practices in schools.

Methodology

The methodology used in this paper is desk-top methodological approach which rely heavily on data that was already collected by other researcher and come up with conclusions. It is based on data already published in reports, websites, libraries etc.

Internal Quality Assurance Practices in Schools

Quality refers to the standard of a thing when it is compared to other things like it. That is how good or bad that thing is. Quality in education is a way of monitoring and evaluating teaching and learning process so as to ascertain whether the outcome of learning process is good and of the intended standard. Rosemary and Michael (2014) state that Quality assurance in education is a planned and systematic review process of an institution or programme to determine whether or not acceptable standards of education, scholarship, and infrastructure are being met, maintained, and enhanced. In a similar view, Adegbesan (2011), view quality assurance in education as all those attitudes, objectives, actions and procedures that through their existence and use, and together with quality control activities, ensure that appropriate academic standards are being maintained and enhanced in and by each programme. In a nutshell, Haruni and Sipora (2014) view quality assurance in higher education institutions as responsible for safeguarding the public interest in sound academic standards of higher education qualifications (teaching and research). In order to achieve the aforementioned procedures and standards, schools are expected to set up their own internal organs for quality assurance such as the lecturers' appraisal systems, internal and external examination moderation system etc. It is therefore assumed that each school has its own internal quality assurance practices in

place and are being followed and adhered to. Institutions are expected to have in place sufficient mechanisms and procedures to provide assurance that help them in achieving their educational goals and that their awards are nationally and internationally credible (Utaka 2012). They must have a given policy that is aimed at not only maintaining internal Quality assurance practices, but also improving on it. This must be a consistent and continuous process. According to Igborgbor (2012), quality assurance connotes all the internal measures taken to ensure that the educational system is better able to meet the needs of the society. Educational institutions throughout the world today are focusing special attention on designing and implementing quality assurance mechanisms and systems in order to ensure that students receive high quality and relevant education and those degrees and diplomas are widely recognized (Mensah 2016). This prompts the need for internal Quality assurance practices. Most importantly, all academics want to train graduates with adequate knowledge and skills so that they can fulfil the requirements of employers and meet the needs of society (AUN 2010). It is therefore the duty of quality assurance to ensure that our educational institutions run their programmes in accordance with acceptable standards so as to enhance and improve the effectiveness and efficiency of the learning process. The need for Quality assurance in our educational institutions has gradually gained ground and preference in Nigeria. Increase in enrolment, scarcity of resources, and increasing competition among educational institutions have aided in the general acceptance of quality assurance in our schools.

Some Quality Assurance Criteria Self-Analysis Practices.

Self-evaluation process according to Noriega, Castro, González and Figueroa (2018) is the method used to ensure teachers are able to assess and appreciate their practice in an objective manner to strengthen and improve their success and correct errors. They further stressed that it is important to

know the competences of teacher educators in order to improve their practice in all levels. Self-analysis can be seen as one of the most important means for increasing programme sustainability and its quality. According to Darling-Hammond (2010), teacher evaluation refers to the process of establishing whether teachers are conforming to set standards and procedures in the teaching and learning process or not so that corrective measures can be taken where necessary. It is expected that teachers should demonstrate mastery of their subject-area, pedagogical knowledge, and professional teaching skills and ability. During self-evaluation, teachers evaluate their own work, personal performance, results, interaction, processes in which they take part. What is being evaluated is their own domain of responsibility, within the given time frame. So, during self-evaluation, teacher is both the subject and object of the evaluation. (Council of Europe on cooperation for education quality improvement in Europe in 2001.). Self-Analysis practices help teachers in knowing their strengths, weaknesses and opportunities, and also help them to set priorities and goals for development. According to Orenaiya, Adenowo, Aroyeun and Odosoga (2014), teacher evaluation enhances accountability, motivates teachers, facilitates professional development, promotes teaching quality; and above all, it augments students' learning. However the usefulness of self-assessment for decision-making seems to depend, in part, upon whether the teacher can realistically judge the qualities of his own work.

In some situations, peer review is used as a tool in self analysis. Peer review refers to processes to improve performance quality through professional critiquing and sharing of good practice among staff. Ordinarily, peer review entails having a colleague reflect back to a person how he or she is executing tasks. It involves direct observation, followed by supportive feedback, and the offering of constructive advice (Kinchin, 2005). A peer-review is an evaluation carried out by another academic or

academics, usually in the same discipline (Frederiks et al., 1994). Peer-reviews, already dominant in research evaluation, are increasingly used in the evaluation of teaching and learning as well. Peer review and peer observation are used interchangeably. However, Hendry, Bell, and Thomson (2014) argue that 'peer observation' is different from peer review as it may not involve judging a colleague's teaching or require any feedback. Peer observation is a one-way process where the observer benefits from the observation through self-reflection.

Internal Quality Plan Practices.

Internal quality plans help in measuring standard against which a given institution can measure itself and a framework for building up a definition of quality. Therefore, internal quality plan helps an institutions of education to check how far it is achieving its strategic mission and goals, and it allows them to prepare for further development. Improving the efficiency and equity of schooling depends, in large measure, on ensuring that teachers are highly skilled, well resourced, and motivated to perform at their best. Newly recruited lecturers are expected to be given less demanding assignments than more experienced ones and are also given more time for planning. In addition, newly recruited lecturers should receive targeted support and this can be in a form of induction or mentoring program. They should be advised to observe experience lecturers in action.

In addition, institutions should have policies and processes to guarantee and develop the quality of their other activities, such as research and development. Internal quality planning provide the necessary training and preparation to ensure that prospective lecturers acquire appropriate skills and knowledge as per their conduct as professional lecturers. Institutions are expected to have internal quality plan which will serve as a road map for achieving set objectives. This may consist of combination of strategies and approaches in order to achieve higher academic excellence and also

to compete with other institutions of higher learning. Internal supervision plays a crucial role in achieving the overall objectives and goals of education in the strategy of attaining quality education. It focuses on teacher's professional growth to enhance the instructional practice in schools and to bring about the desired change of learning achievement for the students (Tadesse & Getahun 2019).

Internal Evaluation Practices

The need for internal evaluation practices in our schools is absolutely nescessary. Internal evaluation practices are procedures and systems put in place within educational institutions that promote self-evaluation to maximize its output (Rosemary & Michael 2014). The use of internal evaluation practices leads to the improvement in the general teaching and learning activities in our schools. It help in setting goals, monitoring processes, and achieving goals which ultimately lead to quality outputs. It is therefore, of uttermost importance that schools come - up with blueprint / plans for self-evaluation that will help them in achieving standard in education.

Conclusion

This study has highlighted the importance of internal quality assurance practices in business education programme which are vital in developing an individual into a sound and effective citizen, capable of self-realization, and having the right type of values and attitudes for survival. The study is validation of the need for increased adoption of the internal quality practice system for educational activities in our schools.

Recommendations

Based on the findings of this study, it is recommended that the business education programme, be duty-bound to assume internal quality assurance practices so as to ensure qualitative business education programme. Business education programme should periodically undertake effective self-review of their activities. Been monitored and evaluated, teachers can be motivated to

put their best effort in the teaching and learning process, hence the need for internal quality assurance practices.

References

- Ajisafe, E. O., Bolarinwa, O. K., & Tuke, E. (2015). Issues in Business Education programme: Challenges to national transformation. *Journal of Education and Practice*, 6(21), 208-212.
- Aliyu. M.M. (2013), *Business Education in Nigeria: Trend and Issues*. Sunjo A.J. Global Links Limited.
- Amoor, S.S., (2010). The need to improve teacher quality in business education programme in Nigerian universities. *International Journal of Education and Research*. 11(1): 42-51.
- Charles, C.N. & Chukwugozie, D. N. (2016). Higher education and general studies in Nigeria: A philosophical investigation. *Mgbakoigba Journal of African Studies*. 6(1), 1-12.
- Chibuike, Y. C. (2013). Analysis of quality assurance in business education: The perception of business teachers in Enugu State junior secondary schools. *Book of Readings*, 1(2), 49-56.
- DarlingHammond, L. (2010). *Recognizing and developing effective teaching: What policymakers should know and do (policy brief)*. Washington, DC: Partnership for teacher Quality.
- Edokpolor, J. E. & Egbri, J. N. (2017). Business education in Nigeria for value reorientation: A strategic approach for poverty alleviation and national development. *Journal of Educational Research and Review (JERR)*, 5 (3), 41-48.
- Eyiuche, I. O., Wenceslaus, N. O., & Theodora, C. E. (2015). Rationales, mechanisms and challenges of quality assurance in teachers' professional practices at the primary education sector. *International Journal of Education*, 7(2),
- Federal Ministry of Education (1981). National Policy on Education (Revised). Lagos: Federal Government Press. (First Published, 1977).
- Haruni J. & Sipora H. (2014) Quality Assurance Practices in Higher Education Institutions. *Africa.Journal of Education and Practice*. (5), 16, 144-1445.
- Harvey, L., & William, J. (2010). Fifteen years of quality in higher education. *Quality in Higher Education*, (16), 3-36.
- Hendry, G. D., Bell, A. & Thomson, K. (2014). Learning by observing a peer's teaching situation. DOI:10.1080/1360144X.2013.848806.
- Inalegwu .O. M. (2018) Strategies for enhancing quality assurance in business education programme in federal colleges of education in kano state. *Nigerian Journal of Business Education (NIGJBED)* Volume 5(1)
- Kontio, J., 2012. Quality Assurance at Higher Education Institutes: The Role of Educational Initiatives. Retrieved from: <http://iceehungary.net>.

- Lee H & James W (2010). Fifteen Years of Quality in Higher Education (Part Two), Quality in Higher Education, 16:2, 81-113, DOI: 10.1080/13538322.2010.485722
- Martin M. & Stella A. (2007), External quality assurance in higher education: marking choices. The United Nations Education, Scientific and Cultural Organization, 7 place de Fontenoy, F75352, Paris 07 SP.
- Mensah, M. A. (2016). Implementation internal quality assurance in polytechnic: Evidence from Ghana. *European Scientific Journal*, 12(19), 221-222.
- The National Policy on Education, Federal Republic of Nigeria (FRN, 2004) 8, (58), 30
- Noriega, J. Á. V., Castro, G. B., González, N. G. C., & Figueroa, F. L. M. (2018). Model for self-evaluation and hetero-evaluation of teaching practice in Normal Schools. *Educação e Pesquisa*, 44.
- Odo, S. N. (2015). Achieving quality assurance in business education in Nigerian colleges of education. *Journal of Teaching and Education*, 4(3), 415-422.
- Onyesom, M., & Ashibogasu, K.N. (2013) Towards Quality Assurance in Business Education in Nigeria: Constraints and Control. *Asian Journal of Business Business Management*, (3), 306-312.
- Orenaiya, S. A., Adenowo, E. A., Aroyeum, F.T. & Odosoga, R. (2014), School inspection or, and supervision effect in public schools in Ogun state , Nigeria. *International journal Humanities and social science invention*, 3 (6), 74-80.
- Rosemary S. B., & Michael A. (2014). Getting Ready for Accreditation: Internal Quality Assurance in Teacher Education Institutions in Ghana.
- Sunday O. A. (2011). Establishing quality assurance in Nigerian education system: Implication for educational managers. *Educational Research and Reviews*, 6(2), 147-151.
- Tadesse R. M., Getahun N. (2019). The practices and challenges of internal school supervision: The case in east wollega secondary schools. *International Journal of Multidisciplinary Research and Development*. 6 (3), 91-98
- Teacher Evaluation in Portugal: OECD www.oecd.org/edu/teacherevaluationportugal
- UNESCO (2014). Institutional Quality Assurance Cell Operations Manual: Higher education quality enhancement project, University grants commission of Bangladesh.
- Utoware, J. D. A., & Kren-Ikidi, P. C. (2013). New Technologies in Business Education for Instruction and Practice: Imperatives for Quality Assurance. *American International Journal of Contemporary Research*, 1(10), 1-14
- Utuka, G., (2012). Quality assurance in higher education: comparative analysis of provisions and practices in Ghana and New Zealand. Retrieved from <https://www.researchgate.net/publication/272474607>