



Quality Assurance in the Management of Economics Education Programme in Nigerian Colleges of Education

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ABSTRACT

In specific terms, the study examined the effect of quality assurance components such as style of teaching, curriculum contents and instructional facilities on quality of Economics Education Programme in Colleges of Education in Delta State, Nigeria. To gather more insight on different dimensions of the study, a review of relevant literature and texts on quality assurance were carried out to enrich the study. In order to make the study achievable, the survey strategy was adopted, while relying on questionnaire instrument as technique for data collection. Considering the fact that a hundred per cent survey cannot be achieved, a sample size of 155 students of the three Colleges of Education (Federal College of Education, Technical, Asaba, College of Physical Education, Mosogar and College of Education, Warri) were chosen using purposive sampling technique. A total of 123 out of 155 questionnaires returned were analysed and results presented using descriptive statistics. The three research hypotheses were tested using the Chi-square statistical test. In all, one null hypothesis was accepted and two others were rejected based on their probability estimates and guided by the conditions for acceptance and rejection of null hypotheses. The research study concluded with far-reaching recommendations on improved quality assurance awareness, improved teaching/learning infrastructural facilities and deployment of better teaching styles by lecturers. These recommendations combined would bring about enduring quality in the education system with positive impact on Economics Education.

Keywords: Economics education, Colleges of education, Delta State, Quality assurance

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1. INTRODUCTION

Education has continued to play a major role in the development of individuals, organisations and nations because it provides a platform for improving human conditions and accumulation of relevant knowledge, skills and abilities required for survival of human societies (Oderinde, 2005).



The level of economic growth and technological development reached by the East Asia, Hong Kong, South Korea, Singapore, and Taiwan often called the Asian Tigers are largely related to investment in citizens' human capital development through education and training (Olaniyan and Okemakinde, 2008). The World Bank (2019) also recommended spending on human capital to the third world governments as a sustainable means for improving technological advancement, innovation and economic growth in developing nations.

For Nigeria to achieve the similar level of development accomplished by the advanced countries, the school authorities, the lecturers and the supervisory authorities have very vital roles to play at ensuring quality education in the school system. From expert perspectives, 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 and Raimi, 2013).

Quality assurance is employed to safeguard there is a consistent provision and utilization of high standard resources to promote effective teaching and learning at every stage and aspect of the educational system with emphasis on improvement of overall school performance and set academic targets (Fasasi, 2006). Whereas, Babalola (2014) affirmed that quality assurance ensures that inputs have positive impact on teaching-learning process, academic achievement of students before things get out of hands. The thrust of quality assurance is the need for educational institutions to have high quality students, teachers, instructional facilities, subject curriculum and effective implementation of government policies on education.

The essence of quality assurance in educational administration is to improve effectiveness of learning and teaching in the learning environment by monitoring and evaluation all aspect of teaching and learning (Onyesom and Ashibogwu, 2013). In other words, quality assurance provides policy-makers with deeper understanding of education, its functions, set goals and key characteristics (ETF, 2017). The question that quality assurance ask is - are educational standards maintained and quality sustained in the learning environment?

To determine if educational standards are maintained and quality sustained, the policymakers apply quality assurance instruments that commensurate institution's educational aspirations (Akhueomonkhan and Raimi, 2013). For example, the United States of America used the accreditation systems as quality assurance mechanism at all levels for assessment of educational services. The purpose of Accreditation Exercise is to ensure that standard and quality of higher education are regulated and maintained in line with changing needs of the society and the industry (Mohsin and Kamal, 2012; Onyesom and Ashibogwu, 2013). While, Australia crafted a full-fledged quality assurance unit called Australian Universities Quality Agency (AUQA) entrusted with the task of evaluation of quality of educational services (Mohsin and Kamal, 2012).

In the Nigerian tertiary education system, quality assurance is the responsibility 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 (Uvah, 2005; Akhuemonkhan and Raimi, 2013). From the foregoing, this study examines effects Quality Assurance in the Management Economics Education Programme in Nigerian Colleges of Education.

Statement of the problem

Economics is therefore a worthwhile and important school subject which equips students to develop intellectual capacity for making informed decisions on career paths, tapping employment opportunities and managing a prosperous economy (Humphries, 2011). In spite of the benefits of economics as a school subject, the incident of poor performance of students in Economics in the Secondary School Certificate Examinations has been reported (Adu et al, 2019). At the undergraduate level, Carol (2017) reported a remarkable drop in students' performance in Economics (especially principles of macroeconomics) as a result of students' defective factors such as natural ability, motivation, personality type of the instructor and learning styles being used in teaching.

Becker and Watts (2001) linked the major cause of poor performance in Economics to teaching style, as students rated economics instructors lower in their style of teaching compared to instructors handling other subjects. Odu et al. (2013) noted that failure in Economics is allied to teachers' ineffectiveness in teaching because of emphasis on paper qualification by the policymakers. Other studies attributed poor performance in Economics in mathematical and statistical components. Besides, low quantitative ability of students to cope with aspects of Economics with mathematical and statistical analyses has also been advanced as another reason causing poor performance (Adu et al., 2019).

The overarching problem of this study is to measure the impact of quality assurance on Economics Education in Nigeria. Could quality assurance improve performance in Economics Education? Against this statement of problem, the researcher decided to undertake a study on the topic; "Quality Assurance in the Management Economics Education Programme in Nigerian Colleges of Education".

Objective of the Study

The main objective of this study is to examine the effects of quality assurance components in the management of Economics Education programme in Colleges of Education in Nigeria, specifically, Delta State.

The three (3) specific objectives of this study are:

1. To identify the effect of style of teaching on quality of Economics Education programme in Delta State Colleges of Education.
2. To examine the effect of curriculum contents on quality of Economics Education programme in Delta State Colleges of Education.
3. To determine the effect of instructional facilities on quality Economics Education programme in Delta State Colleges of Education.



Research Questions

In furtherance of the research, a total of three (3) research questions were developed from the research objectives as stated below:

1. What is the effect of teachers' style of teaching on quality of Economics Education programme in Delta State Colleges of Education?
2. What is the effect of curriculum contents on quality of Economics Education programme in Delta State Colleges of Education?
3. What is the effect of instructional facilities on quality of Economics Education programme in Delta State Colleges of Education?

Hypotheses

The research work will test five hypotheses at 5% level of significance to accurately provide answers to the research questions. The statement of hypotheses will be stated in null forms as follows:

1. There is no significant relationship between teachers' style of teaching and quality of Economics Education programme in Delta State Colleges of Education.
2. There is no significant relationship between curriculum contents and quality of Economics Education programme in Delta State Colleges of Education.
3. There is no significant relationship between instructional facilities and quality of Economics Education programme in Delta State Colleges of Education.

2. METHODOLOGY

This research work adopts the quantitative research method relying on survey strategy, particularly using a structured questionnaire instrument for gathering the required data and information from the targeted respondents. The sample location would be strictly be Colleges of Education in Delta State, Nigeria, from where a sample size of 155 respondents would be selected using purposive sampling technique. The proposed data to be collected with structured questionnaires would be analyzed using descriptive and inferential statistics; these are popular data analysis techniques in management and education research (Li, Chen, Duanmu, 2010; Saunders et al., 2012; Akhuemonkhan and Raimi, 2013).

The descriptive analysis would enable the researcher determine the mean, frequency distribution and percentage, while the inferential statistic (Chi-Square Test) would facilitate testing of hypotheses and making inferences. The hypothesis of this research would also be tested under a confidence level of 95% (0.05 level of significance).

Research Design

The Research Design for this work is the descriptive survey design. This type of research design is concerned with finding, describing and interpreting the outcomes of the research. This type of research design is relevant in quantitative research method because it allows for objective observation, reporting and analysing of issues the way they are without any form of subjectivity. For the survey design, a structured questionnaire shall be designed, validated with the supervisor and then administered to students for data collection within a period of one month.



Population of the Study

The population of this study is strictly the students of both state and federal colleges of education in Delta State, Nigeria studying Economics Education course. They are chosen as members of the targeted population because they are in a good position to shed light on the issue being investigated.

Sample and Sampling Technique

For this survey, a sample size of 155 respondents was selected from the Economics Education students both in state and federal colleges of education in Delta State, Nigeria using purposive sampling technique. From a student population of 358 students, the researcher decided to elicit the opinions of 155 students without following any systematic criteria. This criterion of selection is called purposive sampling technique because it allows a sample to be drawn conveniently from a small target population based on the purpose of a study or research objective. It is also called judgmental or convenient sampling.

Research Instrument

The chosen research instrument is Economics Education Quality Assurance Questionnaire (EEQAQ). It is a 28 item questionnaire designed for collecting primary data from the respondents with clear instructions to indicate their agreement or otherwise on the effects of five quality assurance components on Economics Education in Colleges of Education in Delta State. The questionnaire is divided into five (A- E) sections. Section A of the questionnaire contained 5 items seeking to know more about the demographic profiles of the respondents. Section B contained 8 items requesting respondents to assess quality of Economics Education facilities. Section C contained 4 items eliciting views on the benefits of Economics Education. Section D contained 6 items, which measures the relationships and impact of three quality assurance components, which are on style of teaching, curriculum contents and instructional facilities. Section E contained 5 items eliciting from respondents on the challenges facing Economics Education. Apart from Sections A and B, all items in the other sections are measured on five-point Likert scale, which ranges from 1 – 5 points (Strongly Agree to Strongly Disagree). Strongly Agree = 5 points, Agree = 4 points, Undecided = 3 points, Disagree = 2 points and Strongly Disagree = 1 point.

Validity of Research Instrument

Validity test was carried out to ensure that the research instrument measured what it was supposed to measure. Showing the draft questionnaire to the supervisors, who examine the framing of the questions, sequence of the questions, scales and sections, carried out face and content validity. The supervisors' comments were incorporated into the final draft of the instrument to ensure that it had both face and content validity.

Reliability of Research Instrument

To ensure that the questionnaire instrument is reliable, few copies of the draft questionnaire were administered to 10 persons for completion directly with meaningful instruction to freely express their views on the design of the questionnaire and contents. After collection, the test of reliability (internal consistency) was carried out to test if the 28 items in the Economics Education Quality Assurance Questionnaire (EEQAQ) actually measured what they have been designed to measure. The Cronbach's Alpha reliability coefficient gave an estimate of 0.53, which is higher than 0.60 minimum



reliability thresholds. This is an indication that the instrument is reliable.

Procedure for Data Collection

The structured Economics Education Quality Assurance Questionnaire (EEQAQ) has a preamble that explains the purpose of the questionnaire instrument to the target respondents. The students were assured the exercise is voluntary without compulsion. The Business Education students offering Economics Education in Year I-III were administered, the questionnaire with a five-point Likert-scale in their classroom for a period of three weeks. The Class Representative of the various classes were requested to collect the questionnaires from those who have completed them on a daily basis. After a period of three weeks, the Class Representative returned a total of 121 questionnaires for analysis.

Method of Data Analysis

Data collected on the demographic features of the subjects were presented in percentage tables and subsequently interpreted. Other data generated on quality assurance, students' academic and Economics education were analysed using descriptive and inferential statistics from which some findings were drawn. For the test of hypotheses, the data were subjected to Chi-square statistical test. Chi-square was considered appropriate for the analysis of the study in order to determine the degree of responses to each category of the variables. The hypotheses were also tested at 0.05 level of significance.

3. DATA PRESENTATION AND ANALYSIS

This is made up of the presentation and analysis of data as well as discussion of findings of the study. The respondents who are students of Government Colleges of Education in Delta State, Nigeria in Business Education cut across sex, age, marital status and education level. The methods of data analysis are descriptive statistics (simple frequency table and percentage analysis) and inferential statistics (Pearson Chi-square analysis).

Presentation and Analysis of Data

Table 1: Sex

	Frequency	Percent	Cumulative Percent
Male	86	69.9	69.9
Female	37	30.1	100.0
Total	123	100.0	

Table 1 shows that 69.9% of the respondents are males while 30.1% are females.

Table 2: Age

	Frequency	Percent	Cumulative Percent
16 - 25 years	99	80.5	80.5
26-35 years	15	12.2	92.7
36-45 Years	8	6.5	99.2
46-55 Years	1	0.8	100.0
Total	123	100.0	



Table 2 above shows that the respondents within the age bracket of 16 - 25 years are 80.5%, 26-35 years are 12.2%, 36-45 years are 6.5% and 46 - 55 years are 0.8%.

Table 3: Marital Status

	Frequency	Percent	Cumulative percent
Single	98	79.7	79.7
Married	25	20.3	100.0
Total	123	100.0	

Table 3 above shows that 79.7% of the respondents are singles while 20.3% are married respondents.

Table 4: Educational Qualification

	Frequency	Percent	Cumulative percent
Year 1	53	43.1	43.1
Year 2	44	35.8	78.9
Year 3	20	16.3	95.1
Year 4	6	4.9	100.0
Total	123	100.0	

Table 4 above shows that 43.1% are Year 1 students, 35.8% are Year 2 students, 16.3% are Year 3 students and 4.9% are Year 4 students.

Table 5: How would you describe your knowledge about Economics Education?

	Frequency	Percent	Cumulative percent
Adequate	89	72.4	72.4
Fair	34	27.6	100.0
Total	123	100.0	

Table 5 above shows 89 respondents corresponding to 72.4% are of the view that they have adequate knowledge about Economics Education, while 34 respondents corresponding to 27.6% noted their knowledge of the subject is fair.

Table 6: Classrooms for Economics Education

	Frequency	Percent	Cumulative percent
Adequate	52	42.3	42.3
Fair	37	30.1	72.4
Inadequate	34	27.6	100.0
Total	123	100.0	

Table 6 above shows 52 respondents corresponding to 42.3% are of the view that classrooms for Economics Education are adequate, 37 respondents corresponding to 30.1% noted that the



classrooms are fair, and 34 respondents corresponding to 27.6% noted that the classrooms are inadequate.

Table 7: Books and Reading materials

	Frequency	Percent	Cumulative percent
Adequate	52	42.3	42.3
Fair	31	25.2	67.5
Inadequate	40	32.5	100.0
Total	123	100.0	

Table 7 above shows 52 respondents corresponding to 42.3% are of the view that books and reading materials for Economics Education are adequate, 31 respondents corresponding to 25.2% noted that they are fair, and 40 respondents corresponding to 32.5% noted that these facilities are inadequate.

Table 9: Teaching Equipment and Tools provided

	Frequency	Percent	Cumulative percent
Adequate	40	32.5	32.5
Fair	63	51.2	83.
Inadequate	20	16.3	100.
Total	123	100.0	

Table 9 above shows 40 respondents corresponding to 32.5% are of the view that the Teaching Equipment and Tools provided are adequate, 63 respondents corresponding to 51.2% noted that the learning environment is fair and 20 respondents corresponding to 16.3% noted that it is inadequate.

Table 10: Computers, Internet connectivity

	Frequency	Percent	Cumulative percent
Adequate	52	42.3	42.3
Fair	53	43.1	85.4
Inadequate	18	14.6	100.0
Total	123	100.0	

Table 10 above shows 52 respondents corresponding to 42.3% are of the view that the computers and Internet connectivity provided are adequate, 53 respondents corresponding to 43.1% noted that they are fair, and 18 respondents corresponding to 14.6% noted that they are inadequate.

Table 11: TV & Audio-visual Gadgets

	Frequency	Percent	Cumulative percent
Adequate	56	45.5	45.5
Fair	41	33.3	78.9
Inadequate	26	21.1	100.0
Total	123	100.0	



Table 11 above shows 56 respondents corresponding to 45.5% said that TV & Audio-visual Gadgets are adequate, 41 respondents corresponding to 33.3% noted that they are fair and 26 respondents corresponding to 21.1% noted that they are inadequate.

Table 12: Teaching Staff

	Frequency	Percent	Cumulative percent
Adequate	51	41.5	41.5
Fair	64	52.0	93.5
Inadequate	8	6.5	100.0
Total	123	100.0	

Table 12 above shows 51 respondents corresponding to 41.5% said that teaching staff is adequate, 64 respondents corresponding to 52% noted that teaching staff are fair, and 8 respondents corresponding to 6.5% noted that they are inadequate.

Table 13: Curriculum contents of Economics Education

	Frequency	Percent	Cumulative percent
Adequate	62	50.4	50.4
Fair	52	42.3	92.7
Inadequate	9	7.3	100.0
Total	123	100.0	

Table 13 above shows 62 respondents corresponding to 50.4% said that Curriculum contents of Economics Education are adequate, 52 respondents corresponding to 42.3% noted that teaching staff are fair and 9 respondents corresponding to 7.3% noted that they are inadequate.

Table 14: Economics Education is designed to make students better managers of economic resources

	Frequency	Percent	Cumulative percent
Strongly Disagree	22	17.9	17.9
Disagree	13	10.6	28.5
Neutral	13	10.6	39.0
Agree	67	54.5	93.5
Strongly Agree	8	6.5	100.0
Total	123	100.0	

Table 14 above shows that 22% of the total respondents strongly agreed that Economics Education is designed to make students better managers of economic resources, 54.5% agreed, 10.6% are neutral, 10.6% disagreed and 17.9% of the respondents strongly disagreed.

Table 15: Economics Education helps to promote aspects of national policy on education especially issues of economic growth and development

	Frequency	Percent	Cumulative percent
Strongly Disagree	13	10.6	10.6
Disagree	12	9.8	20.3



Neutral	23	18.7	39.0
Agree	70	56.9	95.9
Strongly Agree	5	4.1	100.0
Total	123	100.0	

Table 15 above shows that 4.1% of the total respondents strongly agreed that Economics Education helps to promote aspects of national policy on education especially issues of economic growth and development, 56.9% agreed, 18.7% are neutral, 9.8% disagreed and 10.6% of the respondents strongly disagreed.

Table 16: Economics Education has the prospect of stimulating technological progress for national development

	Frequency	Percent	Cumulative percent
Strongly Disagree	9	7.3	7.3
Disagree	5	4.1	11.4
Neutral	39	31.7	43.1
Agree	63	51.2	94.3
Strongly Agree	7	5.7	100.0
Total	123	100.0	

Table 16 shows that 5.7% of the total respondents strongly agreed that Economics Education has the prospect of stimulating technological progress for national development, 51.2% agreed, 31.7% are neutral, 4.1% disagreed and 7.3% of the respondents strongly disagreed.

Table 17: Economic education is helpful in preparing students adequately for the world of work and better performance in the industry

	Frequency	Percent	Cumulative percent
Strongly Disagree	5	4.1	4.1
Disagree	19	15.4	19.5
Neutral	11	8.9	28.5
Agree	75	61.0	89.4
Strongly Agree	13	10.6	100.0
Total	123	100.0	

Table 17 above shows that 10.6% of the total respondents strongly agreed that Economic education is helpful in preparing students adequately for the world of work and better performance in the industry, 61% agreed, 8.9% are neutral, 15.4% disagreed and 4.1% of the respondents strongly disagreed.

Table 18: Economic education broadens students' knowledge about inflation, trade relations, stock market, interest rate, taxation and other government policies

	Frequency	Percent	Cumulative percent
Strongly Disagree	6	4.9	4.9
Disagree	17	13.8	18.7
Neutral	21	17.1	35.8



Agree	61	49.6	85.4
Strongly Agree	18	14.6	100.0
Total	123	100	

Table 18 shows that 14.6% of the total respondents strongly agreed that Economic education broadens students' knowledge about inflation, trade relations, stock market, interest rate, taxation and other government policies; 49.6% agreed; 17.1% are neutral; 13.8% disagreed and 4.9% of the respondents strongly disagreed.

Table 19: Teaching of Economics Education undergoes periodic quality assurance from the management.

	Frequency	Percent	Cumulative percent
Strongly Disagree	10	8.1	8.1
Disagree	20	16.3	24.4
Neutral	22	17.9	42.3
Agree	58	47.2	89.4
Strongly Agree	13	10.6	100.0
Total	123	100.0	

Table 19 shows that 10.6% of the total respondents strongly agreed that teaching of Economics Education undergoes periodic quality assurance from the management; 47.2% agreed, 17.9% are neutral, 16.3% disagreed and 8.1% of the respondents strongly disagreed.

Table 20: Teacher's style of teaching enhances quality of Economics Education programme in Colleges of Education in Delta State.

	Frequency	Percent	Cumulative percent
Strongly Disagree	7	5.7	5.7
Disagree	9	7.3	13.0
Neutral	8	6.5	19.5
Agree	88	71.5	91.1
Strongly Agree	11	8.9	100.0
Total	123	100.0	

Table 20 above shows that 8.9% of the total respondents strongly agreed that teacher's style of teaching enhances quality of Economics Education Programme in Colleges of Education in Delta State, 71.5% agreed, 6.5% are neutral, 7.3% disagreed and 5.7% of the respondents strongly disagreed.

Table 21: Instructional facilities undergo periodic quality assurance from the management.

	Frequency	Percent	Cumulative Percent
Strongly Disagree	9	7.3	7.3
Disagree	5	4.1	11.4
Neutral	37	30.1	41.5



Agree	61	49.6	91.1
Strongly Agree	11	8.9	100.0
Total	123	100	

Table 21 above shows that 8.9% of the total respondents strongly agreed that instructional facilities undergo periodic quality assurance from the management, 49.6% agreed, 30.1% are neutral, 4.1% disagreed and 7.3% of the respondents strongly disagreed.

Table 22: The instructional facilities enhance quality of Economics Education Programme in Colleges of Education in Delta State.

	Frequency	Percent	Cumulative Percent
Strongly Disagree	5	4.1	4.1
Disagree	18	14.6	18.7
Neutral	10	8.1	26.8
Agree	74	60.2	87.0
Strongly Agree	16	13.0	100.0
Total	123	100.0	

Table 22 above shows that 13% of the total respondents strongly agreed that instructional facilities enhance quality of Economics Education in Programme in Colleges of Education in Delta State, 60.2% agreed, 8.1% are neutral, 14.6% disagreed and 4.1% of the respondents strongly disagreed.

Table 23: Curriculum contents of Economic Education undergo periodic quality assurance from the management

	Frequency	Percent	Cumulative Percent
Strongly Disagree	8	6.5	6.5
Disagree	19	15.4	22.0
Neutral	33	26.8	48.8
Agree	63	51.2	100.0
Total	123	100.0	

Table 23 above shows that 51.2% of the total respondents agreed that Curriculum contents of Economic Education programme undergo periodic quality assurance from the management in Colleges of Education in Delta State, 26.8% are neutral, 15.4% disagreed and 6.5% of the respondents strongly disagreed.

Table 24: The curriculum contents enhance quality of Economics Education Programme in Colleges of Education in Delta State

	Frequency	Percent	Cumulative Percent
Strongly Disagree	10	8.1	8.1
Disagree	26	21.1	29.3



Neutral	29	23.6	52.8
Agree	58	47.2	100.0
Total	123	100.0	

Table 24 above shows that 47.2% of the total respondents agreed that curriculum contents enhance quality of Economics Education Programme in Colleges of Education in Delta State 23.6% are neutral; 21.1%

Table 25: Irregular capacity-building and training for Economics Education lecturers affect students' academic performance

	Frequency	Percent	Cumulative Percent
Strongly Disagree	10	8.1	8.1
Disagree	26	21.1	29.3
Neutral	29	23.6	52.8
Agree	58	47.2	100.0
Total	123	100.0	

Table 29 above shows that 47.2% of the total respondents agreed that Irregular capacity building and training for Economics Education lecturers affect students' academic performance, 23.6% are neutral, 21.1% disagreed and 8.1% of the respondents strongly disagreed.

Table 26: Mathematical and statistical contents of Economics Education affect students' academic performance

	Frequency	Percent	Cumulative Percent
Strongly Disagree	5	4.1	4.1
Disagree	19	15.4	19.5
Neutral	22	17.9	37.4
Agree	77	62.6	100.0
Total	123	100.0	

Table 32 above shows that 62.6% of the total respondents agreed that mathematical and statistical contents of Economics Education affect students' academic performance, 17.9% are neutral, 15.4% disagreed and 4.1% of the respondents strongly disagreed.

Table 27: Traditional teaching style of Economics Education affects students' academic performance

	Frequency	Percent	Cumulative Percent
Strongly Disagree	8	6.5	6.5
Disagree	16	13.5	19.5
Neutral	21	17.1	36.6
Agree	61	49.6	86.2
Strongly Agree	17	13.8	100.0
Total	123	100.0	

Table 33 above shows that 13.8% of the total respondents strongly agreed that traditional teaching style of Economics Education affects students' academic performance, 49.6% agree, 17.1% are



neutral, 13% disagreed and 6.5% of the respondents strongly disagreed.

Hypotheses Testing and Interpretations

Three (3) hypotheses were subjected to empirical testing using the Chi-square statistical technique.

Hypothesis One

H₀: There is no significant relationship between teacher's style of teaching and quality of Economics Education Programme in Colleges of Education in Delta State, Nigeria.

H₁: There is significant relationship between teacher's style of teaching and quality of Economics Education Programme in Colleges of Education in Delta State, Nigeria. This hypothesis was tested using Chi-Square statistical test. These results are as follows.

Table 28a: Hypothesis Testing 1: Teacher's style of teaching enhances quality of Economics Education Programme in Colleges of Education in Delta State, Nigeria. Cross tabulation

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Year 1	4	3	6	33	7	53
Year 2	1	2	2	35	4	44
Year 3	2	4	0	14	0	20
Year 4	0	0	0	6	0	6
Total	7	9	8	88	11	123

Table 28bb: Chi-Square Tests

	Value	df	Asymp.Sig.(2-sided)
Pearson Chi-Square	16.677	12	.162
Likelihood Ratio	19.741	12	.072
Linear-by-Linear Association	.120	1	.729
N of Valid Cases	123		

From Tables 28 above, the calculated Chi-Square value (χ^2) of 16.667 is less than the tabulated Chi-Square value (χ^2_T) of 21.026 indicating there is an insignificant relationship. We therefore accept the null hypothesis and conclude that there is no significant relationship between teacher's style of teaching and quality of Economics Education Programme in Colleges of Education in Delta State, Nigeria.

Hypothesis Two

H₀: There is no significant relationship between curriculum contents and quality of Economics Education Programme in Colleges of Education in Delta State, Nigeria.



H₁: There is significant relationship between curriculum contents and quality of Economics Education Programme in Colleges of Education in Delta State, Nigeria. This hypothesis was tested using Chi-Square statistical test. These results are as follows.

Table 29a: Hypothesis Testing 2: The curriculum contents enhance quality of Economics Education Programme in Colleges of Education in Delta State, Nigeria. Cross tabulation.

	Strongly Disagree	Disagree	Neutral	Agree	Total
Year 1	7	6	14	26	53
Year 2	3	10	14	17	44
Year 3	0	8	0	12	20
Year 4	0	2	1	3	6
Total	10	26	29	58	123

Table 29b: Chi-Square Tests

	Value	df	Asymp.Sig.(2-sided)
Pearson Chi-Square	17.858	9	.037
Likelihood Ratio	24.018	9	.004
Linear-by-Linear Association	.045	1	.833
N of Valid Cases	123		

From Table 29 above, the calculated Chi-Square value (X^2) of 17.858 is greater than the tabulated Chi-Square value (X^T) of 16.919 indicating the relationship is significant. We therefore reject the null hypothesis and conclude that there is significant relationship between curriculum contents and quality of Economics Education Programme in Colleges of Education in Delta State, Nigeria.

Hypothesis Three

H₀: There is no significant relationship between instructional facilities and quality of Economics Education Programme in Colleges of Education in Delta State, Nigeria.

H₁: There is significant relationship between instructional facilities and quality of Economics Education Programme in Colleges of Education in Delta State, Nigeria. This hypothesis was tested using Chi-Square statistical test. These results as follows.

Table 30a: Hypothesis 3: The instructional facilities enhance quality of Economics Education Programme in Colleges of Education in Delta State, Nigeria. Cross tabulation

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Year 1	4	5	8	34	2	53
Year 2	1	4	1	24	14	44



Year 3	0	9	1	10	0	20
Year 4	0	0	0	6	0	6
Total	5	18	10	74	16	123

Table 30b: Chi-Square Tests

	Value	df	Asymp.Sig.(2-sided)
Pearson Chi-Square	45.237	12	.000
Likelihood Ratio	44.338	12	.000
Linear-by-Linear Association	.018	1	.894
N of Valid Cases	123		

From Table 30 above, the calculated Chi-Square value (X^2) of 45.237 is greater than the tabulated Chi-Square value (X^T) of 21.026 indicating the relationship is significant. We therefore reject the null hypothesis and conclude that there is significant relationship between instructional facilities and quality of Economics Education Programme in Colleges of Education in Delta State, Nigeria.

4. SUMMARY, CONCLUSION AND RECOMMENDATION

Summary of findings

Hypothesis 1 which stated that there is no significant relationship between teacher's style of teaching and quality of Economics Education Programme in Colleges of Education in Delta State, Nigeria was accepted. This is because the calculated Chi-Square value (X^2) of 17.858 is greater than the tabulated Chi-Square value (X^T) of 16.919 indicating that the one-tail test is insignificant. This result finds some degree of support from the findings of Trigwell et al (2009) that reported that in the classes where teacher's style/approach to teaching is focused on transmitting knowledge, students are more likely to adopt a surface approach to the learning of the subject.

However, for classes where students adopt deeper approaches to learning, teaching styles are more oriented towards changing the students' conceptions. Similarly, Felder and Henriques (1995) found that quality of learning occur in language classes because of mismatch of the learning styles of students and the teaching style of the instructor, which unfortunately affects on the quality of the students' learning and on their attitudes toward the class and the subject.

Hypothesis 2 which stated there is no significant relationship between curriculum contents and quality of Economics Education Programme in Colleges of Education in Delta State, Nigeria was rejected. This is because the calculated Chi-Square value (X^2) of 17.858 is greater than the tabulated Chi-Square value (X^T) of 16.919 indicating the relationship is significant. The finding is supported by the study of Stephenson and Yorke (2013) established that to have quality in teaching/learning, there is need find ways of embedding capability ideas into the curriculum.



Moreover, Nan-Zhao (2005), which confirmed that the competencies of all learners in the 21st century could effectively be developed through curriculum renewal.

This because the school curriculum is premised to achieve two broad aims: one to provide equal opportunities for students to learn and attain the highest educational attainment. The second aim is to promote learners' spiritual, moral, social and cultural development and prepare students for the world of work and societal responsibilities.

Hypothesis 3 which stated that there is no significant relationship between instructional facilities and quality of Economics Education Programme in Colleges of Education in Delta State, Nigeria was rejected. This because the calculated Chi-Square value (χ^2) of 45.237 is greater than the tabulated Chi-Square value (χ^2) of 21.026 indicating the relationship is significant. This result is supported partly by the study of Okpala et al (2011), which investigated the influence of instructional supplies expenditures and other variables on mathematics achievement scores of students. The investigation found that instructional supplies alone was not statistically significant in explaining mathematics test scores, but when considered along with other economic variables it does have impact on educational achievement

5. CONCLUSION

This study has proven that the three components of quality assurance have different effects on Economics Education with specific reference to the Programme in Colleges of Education in Delta State, Nigeria in Business Education. This finding enriched the quality assurance literature in the field of Economics Education, as it has provided a modest empirical evidence on this important issue with special reference to the quality assurance in Economics Education as taught under the Programme in Colleges of Education in Delta State, Nigeria

6. RECOMMENDATIONS

In view of the far-reaching findings above, the following recommendations are critical for developing an enduring quality assurance that would impact positively on Economics Education Programme in Colleges of Education in Delta State, Nigeria in particular and across all other tertiary institutions in general.

There is for proper sensitisation of the people on the real essence of Economics. This measure when properly carried out would fast-track attitudinal change and elicit positive commitment from parents, student, wards and all other stakeholders towards Economics Education. Existing institutions offering Economics Education should invest massively in periodic capacity-building training programmes for instructors. This effort would keep trainers informed of best practices and methodological changes in the field. In order to ensure effective curriculum implementation, there is need for the supervisory agencies to ensure all institutions with Economics Education implement uniform standards, training, evaluation and certification at federal and state levels.



In the area of uniform quality assurance on Economics Education, the Ministry and supervisory agencies are advised to put in place enduring mechanisms for Quality Assurance (QA). This is imperative to standardize, monitor and control quality of training, process, instructional resources, teachers and examinations. An effective QA would ensure students are adequately prepared for the needs of the industry

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