



Analysis of Business Studies Quality Assurance Practices in Private Junior Secondary Schools in Plateau State, Nigeria

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ABSTRACT

This study focused on assessing the quality assurance practices in Business Studies at private junior secondary schools in Plateau State, Nigeria. The research was guided by three specific objectives, three research questions, and three null hypotheses. A descriptive survey design was employed, and the entire population consisting of 64 inspectors, 128 principals, and 97 Business Studies teachers was included in the study. Data collection involved the use of a validated questionnaire with a high Cronbach's alpha reliability coefficient of 0.85. The research team, aided by five research assistants, collected data from the respondents over a period of four weeks. Data analysis included mean scores and standard deviations to address the research questions, while ANOVA was used to test the null hypotheses at a significance level of 0.05. The study revealed that the quality assurance practices in private junior secondary schools related to monitoring and supervision, disciplinary actions, and curriculum implementation in Plateau State were assessed as low. In conclusion, the study highlights that these inadequate quality assurance practices may hinder the realization of the commendable objectives of business studies, as outlined in the National Policy on Education, which aims to equip students with the necessary skills, knowledge, and understanding for self-reliance and future educational pursuits. Based on the findings, it is recommended that the Plateau State government, in collaboration with the Ministry of Education, take decisive steps to ensure effective monitoring and supervision of both academic and outdoor activities in private junior secondary schools across the state. By doing so, the government can enhance the overall quality of education and contribute to the fulfillment of the educational objectives stated in the National Policy on Education.

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INTRODUCTION

Quality assurance can define as the internal or external mechanism put in place by authority to ensure and maintain equity, efficiency and quality in education. According to Jianrong (2022) quality assurance is internal or external activities or practices carried out by authority, delegates or agencies empowered by the law schools meet the expected standard and the aspirations by proving education that meet expected standard as stipulated by the

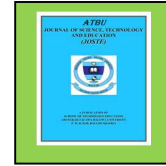
stakeholders. The importance of quality assurance in education according to Husain and Syed (2016) enabled school managements and government to: formulate, clarify and articulate its mission, vision, goals, and objectives; identify needs and resources; develop and implement action planning; identify strengths and weaknesses in education, address staff needs; improve the quality of the work and improve the reputation of schools. The FGN (2013) articulated the process of quality assurance in secondary

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schools as follows: ensure quality teaching; monitor the level of learning achievement and other educational programme; ascertain that the approved curriculum is operational in schools and that stated objectives are being achieved; provide regular report on the state of education, provide proper and adequate physical facilities and equipment, provide professional support to teachers, and to school administrators; identify and share best practices among relevant stakeholders, and build capacities of evaluators and teachers in schools. This therefore suggests that provision of needed human and material resources, instilling discipline and proper implementation of curriculum are very essential for ensuring quality assurance in schools and colleges. Thus, Quality assurance in education is considered as the backbone of sound educational development for developing and developed nations.

Despite the importance of quality assurance in education, study have showed that many secondary schools especially private schools are not quality compliance (Plateau State Ministry of Education, 2022). The report apportioned the fall in quality of education in the state to proliferation of private school that are not quality assurance. A survey study across some of the private junior secondary schools in the study area show that the schools have insufficient infrastructural and instructional facilities such as functional libraries, laboratories, recreational facilities, well equipped classrooms, workshops and dilapidated buildings which are essentials for quality assurance in education. Previous study conducted by Kisirkoi and Mse (2016); Uthman and Mohammed (2018) reported that poor infrastructures, ill equipped laboratory and libraries books, insufficient and unqualified teachers and host of others normally recorded among private junior secondary schools in Plateau state.

Similarly, Joel (2018) reported that the state of Junior secondary schools in Plateau state ae worrisome. Chiroma, Adamu and Abdullahi (2020) opined that the persistence poor performance students call for assessment of quality practices in secondary schools Although

several studies were conducted on quality assurance, for instance Nwite (2017), Joel (2018), Sunday and Oluremio (2020), Emeribe and Ushe (2020), Udalla and Ikediugwu (2020), latunde and Adeseko (2022) among others carried out a study on quality assurance in different states but to the best of the researchers none of such study was found in Plateau state. Specifically, none of such studies was conducted in business studies using private junior secondary schools, hence the study covered quality assurance practices in private junior secondary schools in Plateau State, Nigeria. Specifically, the study assesses the extent to which private junior secondary schools adhere to quality assurance guidelines on: (1) monitoring and supervision in Plateau State, Nigeria; (2) on disciplinary actions in Plateau State, Nigeria; and (3) on implementation of business studies curriculum in Plateau State, Nigeria.

Research Questions

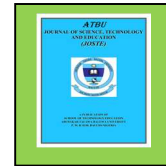
Based on the problem under investigation, the following research questions have been formulated to guide the conduct of the present study.

1. To what extent do private junior secondary schools adhere to quality assurance guidelines on monitoring and supervision in Plateau State, Nigeria?
2. To what extent do private junior secondary schools adhere to quality assurance guidelines on disciplinary actions in Plateau State, Nigeria?
3. To what extent do private junior secondary schools adhere to quality assurance guidelines on implementation of business studies curriculum in Plateau State, Nigeria?

Null Hypotheses

The following six research null hypotheses were raised and tested at 0.05 level of significance.

1. There is no significant difference among the mean rating of inspectors, principals and Business studies teachers on the extent to which schools adhere to quality assurance



- guidelines on monitoring and supervision in Plateau State, Nigeria.
2. There is no significant difference among the mean rating of inspectors, principals and Business studies teachers on the extent to which schools adhere to quality assurance guidelines on disciplinary actions in Plateau State, Nigeria.
 3. There is no significant difference among the mean rating of inspectors, principals and Business studies teachers on the extent to which schools adhere to quality assurance guidelines on implementation of business studies curriculum in Plateau State, Nigeria.

METHODOLOGY

Descriptive survey design was employed for the study. Emaikwu (2015) opined that descriptive design is the most appropriate for the study that involve assessing the present state of affairs with regard to some variables that change over time.

The population of the study was 289 which comprised of 128 Principals, 62 school inspectors and 185 business studies teachers of 128 Private junior secondary schools in Plateau state. The study adopted Total Population Sample (TPS) were the entire population of 289 was used for data collection,

The instrument for data collection was adapted 30 items questionnaire titled Quality Assurance Practices Questionnaire (QAPQ). The instrument was adapted from the work of Sunday and Oluremi (2020) titled teachers' perception of implementation of quality assurance on senior secondary school students' academic performance in Ilesa West Local Government Area, Osun State, Nigeria and Udoka (2015) from his work titled appraisal of Quality Assurance Practices in Secondary Schools in Delta State was used to adapt items on disciplinary actions;

The instrument was structured in 4-point scale of Strongly Agreed (SA), 4points; Agreed (A), 3 points; Disagreed (D), 2points; and Strongly Disagreed (SD), 1 point. The instrument contains 60 items questionnaire, each of the construct is made of up 10 items.

The instrument was validated by three experts in business education from Federal University Lafia and Educational foundation from Nasarawa state University. A pilot study was conducted to determine the reliability of the instrument for the data collection in Bauchi state. A Cronbach alpha. Cronbach alpha reliability coefficient of 0.87 was obtained and the instrument was considered reliable. With the help of five researchers' assistant the data was collected using face to face approach. The choice of the approach was based on the suggestion of Adamu and Kabir (2019) who opined that the approach enables researcher(s) to thoroughly explain the purpose of the study, create good working relationship with the respondents and has the possibility of retrieving high proportion of completed questionnaire. Based on this, the method was considered suitable for the data collection. The data collection exercise lasted for four weeks.

Statistical Package for Social Sciences (SPSS), IBM version 25 was employed to run mean score and standard deviation to answer the research questions. The decision rule was based on real limits as follows: 1.00-1.49 (Very Low Extent), 1.50-2.49 (Low Extent). 2.50-3.49 (High Extent) and 3.50-4.00 (Very High Extent). Analysis of Variance (ANOVA) was employed in the test of hypotheses at 0.05 level of significance. In the test of the hypotheses, where the attained probability value was greater than the significance value (0.05), the null hypothesis was retained and where the attained probability value was less than the significance value of 0.05, the null hypothesis was rejected.

RESULTS

The results of research questions were as presented in Tables 1 to 3.

RQ1: To what extent do private junior secondary schools adhere to quality assurance guidelines on monitoring and supervision in Plateau State, Nigeria?

The outcome of the data used to answer research question one documented in Table 1 disclosed the lowest mean score of 1.01 (Very Low Extent) with standard deviation of 0.25. The



highest mean score was 2.77 (High Extent) with standard deviation of 0.69. The grand mean score was 2.40 (Low Extent) with the standard deviation of 0.78. The result suggested that the extent to

which private junior secondary schools adhere to quality assurance guidelines on monitoring and supervision in Plateau State, Nigeria was low.

Table 1: Analysis on monitory and supervision in private junior secondary schools in Plateau state

S/no	Statement	Mean	Std. Div	Remark
1.	The extent to which quality assurance division visits our school is	2.42	0.61	Low
2.	The extent to which quality assurance supervised the job performance of business teachers in our school is	2.62	0.65	High
3.	The extent to which disciplinary measure is taken against business teacher that his not discharging is duties appropriately is	1.01	0.25	Very Low
4.	The extent to which lesson plans of business studies teachers are properly supervised by school management is	2.59	0.65	High
5.	The extent to which our school have internal mechanism to supervise job performance of business studies teachers is	2.67	0.67	High
6.	The extent to which our school internal mechanism put in place to supervise the work of business studies students in our school	2.77	0.69	Low
7.	The extent to which our school the internal supervisor (HOD and school management) visits business studies teachers during classes is	2.67	0.67	High
8.	The extent to which our school management comment on the work of business teachers in our school is	2.41	0.60	Low
9.	The extent to which our school HOD frequently monitor teachers and students' success	1.43	0.36	Very low
10.	The extent to which our school encourage the use of appropriate teaching methods and aids in teaching business studies is	2.53	0.63	High
Grand mean		2.40	0.78	Low

Source: *Fieldwork, 2023*

RQ2: To what extent do private junior secondary schools adhere to quality assurance guidelines on disciplinary actions in Plateau State, Nigeria?

The result of the data used to answer research question two documented in Table 2 disclosed the lowest mean 1.41 with the standard deviation of 0.35. The highest mean score of 3.75 with standard of 0.94. The mean scores were found to be under the index score of low extent

and very high extent. The grand mean score was 2.57 with the standard deviation of 0.81. The mean score was found to be under the scale of high extent. The result therefore indicated that the extent to which private junior secondary schools adhere to quality assurance guidelines on disciplinary actions in Plateau State, Nigeria was low.

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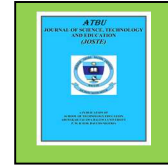


Table 2: Analysis on disciplinary actions in private junior secondary schools in Plateau state

S/no	Statement	Mean	Std. Div	Remark
11.	The extent to which moral leadership and education is given to business studies students is	1.41	0.35	Very low
12.	The extent to which our school have appropriate disciplinary measures for deviants is	2.51	0.63	High
13.	The extent to which school rules and regulation is maintained in our school is	2.51	0.63	High
14.	The extent to which school punishment meted on deviants aids in the controlling of behaviors.	2.64	0.66	High
15.	The extent to which value re-orientation is organized in our school is.	2.05	0.51	Low
16.	The extent to which Parents Teachers Association (PTA) helps in controlling the negative behaviour of staff and students' in our school is	2.34	0.59	Low
17.	The extent to which emphasis is laid on moral upbringing of students in our school is	2.43	0.61	Low
18.	The extent to which the behaviour of teachers is properly supervised is	3.75	0.94	Very high
19.	The extent to which rules and regulations are enforceable in our school is	2.66	0.66	High
20.	The extent to which our school punished law breakers is	2.66	0.67	High
Grand mean		2.57	0.81	High

Source: Fieldwork, 2023

RQ3: To what extent do private junior secondary schools adhere to quality assurance guidelines on implementation of business studies curriculum in Plateau State, Nigeria?

The result documented in Table 3 used to answer research question three disclosed mean scores ranges from 2.17 (Low Extent) to 2.94 (High Extent). The standard deviations were found

to be 0.54 and 0.74 respectively. The grand mean of the items was 2.43 with the standard deviation of 0.64, the mean score obtained suggested that the extent to which private junior secondary schools adhere to quality assurance guidelines on implementation of business studies curriculum in Plateau State, Nigeria was low.

Table 3: Analysis on implementation of business studies curriculum in PSS in Plateau state

S/no	Statement	Mean	Std. Div	Remark
21.	The extent to which business studies teachers identification the learning needs of students is	2.45	0.61	Low
22.	The extent to which priorities are set for learning needs in the implementation of business studies curriculum	2.47	0.62	Low
23.	The extent to which business teachers search and retrieve relevant resources for implementation of business studies curriculum is	2.42	0.65	High
24.	The extent to which business teachers consider the abilities of their students	2.17	0.54	Low
25.	The extent to which business studies teachers are regular in their classes is	2.37	0.67	High

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26.	The extent to which appropriate business students have adequate time in the time-table is	2.47	0.69	High
27.	The extent to which business studies teachers cover their scheme of work is	2.64	0.66	High
28.	The extent to which our school have designed programme for curriculum implementation is	2.43	0.61	Low
29.	The extent to which students have up-to-date notes in business studies is	2.36	0.59	Low
30.	The extent to which there is appropriate evaluation for assessing both students and teachers is	2.95	0.74	High
Grand mean		2.43	0.64	Low

Source: Fieldwork, 2023

Results of Hypotheses Test

The results of research hypotheses were presented in Tables 4 to 7: -

HO₁: There is no significant difference among the mean rating of Inspectors, Principals and Business studies teachers on the extent to which schools adhere to quality assurance guidelines on monitoring and supervision in Plateau State, Nigeria.

The result of ANOVA on the test of null hypothesis one documented in Table 4 revealed

Table 4: ANOVA on difference in mean rating of Inspectors, Principals and Business studies teachers on monitoring and supervision in PSS in Plateau state

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.049	2	3.025	8.766	.000
Within Groups	82.469	239	.345		
Total	88.519	241			

Source: Fieldwork, 2023

The Post Hoc multiple comparison was carried out to determine difference between one group of respondent and the other. From the Table, the p-values of .000, .004 and .989 were obtained. The result indicated that there was no significant difference between the mean responses of Inspectors and Business studies teachers with $p=.000$ and $.004$ respectively. From the result, it can be seen that no significant

$F=8.788$ and the p -value stood at .000 which was found to be less than the 0.05 level of significance. The result indicated that the mean rating of Inspectors, Principals and Business studies teachers significantly differed on the extent to which schools adhere to quality assurance guidelines on monitoring and supervision in Plateau State, Nigeria. The hypothesis was therefore rejected.

difference between the mean responses of Inspectors and Business studies teachers ($P=.000$ and $.004$), but significant difference exists between the mean rating of Principals and that of Inspectors & Teachers with $p=.989$. The Post Hoc test therefore suggested that the observed significant differences in the Analysis of Variance is from the mean rating of Principals.

Table 5: Post Hoc Test of hypothesis three

(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.
Principals	Teachers	.01327	.09591	.989
	Inspectors	.32747*	.10081	.004
	Teachers	.34075*	.08754	.000
Teachers	Inspectors	-.01327	.09591	.989
	Principals	-.34075*	.08754	.000

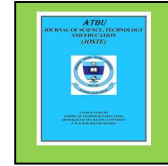
Source: Fieldwork, 2023

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HO₂: There is no significant difference among the mean rating of Inspectors, Principals and Business studies teachers on the extent to which schools adhere to quality assurance guidelines on disciplinary actions in Plateau State, Nigeria.

The result of Analysis of Variance (ANOVA) presented in Table 5 revealed that $F=.056$ with $p = .946$. The p -value of .946 was

higher than 0.05 level of significance. The result therefore suggested that no significant difference exists in the mean rating of Inspectors, Principals and Business studies teachers on the extent to which schools adhere to quality assurance guidelines on disciplinary actions in Plateau State, Nigeria. Hypothesis five was upheld.

Table 6: ANOVA on difference in mean rating of Inspectors, Principals and Business studies teachers on disciplinary actions in PSS in Plateau state

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.031	2	.015	.056	.946
Within Groups	65.641	239	.275		
Total	65.671	241			

Source: Fieldwork, 2023

HO₃: There is no significant difference among the mean rating of Inspectors, Principals and Business studies teachers on the extent to which schools adhere to quality assurance guidelines on implementation of business studies curriculum in Plateau State, Nigeria.

The outcome of ANOVA presented in Table 7 revealed the $F= 104$ and the $p = .901$. The

p -value (.901) was greater than the level of significance (0.05). The result indicated that no significant difference exists among mean rating of Inspectors, Principals and Business studies teachers on the extent to which schools adhere to quality assurance guidelines on implementation of business studies curriculum in Plateau State, Nigeria. The null hypothesis was retained.

Table 7: ANOVA on difference in mean rating of Inspectors, Principals and Business studies teachers on implementation of business studies curriculum in PSS in Plateau state

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.057	2	.028	.104	.901
Within Groups	65.103	239	.272		
Total	65.160	241			

Source: Fieldwork, 2023

DISCUSSION OF THE FINDINGS

Research question one and test of null hypothesis shows that the extent to which private junior secondary schools adhere to quality assurance guidelines on monitoring and supervision in Plateau State, Nigeria was low. The finding concurred with that of Ibiwumi and Matthew (2020) also reported that is problem in inspection and supervision of school in Nigeria. Choice and Nwagwu (2021) were of the views that there is no effective and efficient execute and properly and adequately monitoring of schools in Nigeria, hence the quality of teachers has to be ascertained, sustained and retained. The author added that, external supervision which is highly

effective of monitoring and supervision which are effective in quality control is lacking in most secondary schools.

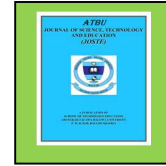
The finding of research question two and test of corresponding null hypothesis suggests that the extent to which private junior secondary schools adhere to quality assurance guidelines on disciplinary actions in Plateau State, Nigeria. The finding affirmed that of Nwite and Nkiru (2017) who reported that lack of proper monitoring, supervision and discipline as affected quality assurance in secondary schools in Enugu state. Likewise, Choice and Nwagwu (2021) who found quality assurance that is highly effective on secondary school teachers regard to punishing

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teachers that by delaying their promotion, surcharging their salaries and issue query based on certain level of misconduct were not properly implemented. Olatunde and Adeseko (2022) opined that discipline is totally not implemented in secondary schools. The authors maintained that discipline such as penalties for violation of the school's discipline code, and constitutional rights must be respected. The disciplinary process is not implemented in most schools more especially if the teacher in question has a god-father.

The result of research question three and test of null hypothesis three disclosed that the extent to which private junior secondary schools adhere to quality assurance guidelines on implementation of business studies curriculum in Plateau State, Nigeria. The finding was found to be the same with that Nwite and Nkiru (2017) who revealed that curriculum of most schools were not properly implemented as a result of inadequate infrastructural facilities, qualified teachers, secondary school and monitoring and supervision in Enugu State. Equally, Okoye, Onyali and Ezeugbor (2016) noted that with the exception of few private schools in Nigeria, most public schools lack quality teachers and this has resulted in poor curriculum implementation and poor academic performance of students. Choice and Nwagwu (2021) also opined that expectations may be far from realization in Nigeria due to the fact that over the past few decades, the value of education has been eroded by poor quality assurance, which is manifested in poor supervision, poor external quality control, monitoring of teachers and inspection of teachers' productivity and curriculum implementation.

CONCLUSION

The findings of the study show that the extent to which private junior secondary schools adhere quality assurance guideline in Plateau state engage in monitor and supervising, disciplinary action and implement curriculum was low. The study concluded quality Business studies assurance practices in Plateau state was low, hence, this would affect the realization of the aims and objectives of business studies of providing students in pre-vocational skills and knowledge for

career development at stipulated in National Policy on Education.

RECOMMENDATIONS

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

1. The state government through the ministry of education should ensure effective monitoring and supervision academics and outdoors activities of private Junior secondary schools in Plateau state.
2. The management of private junior secondary schools in Plateau state should take appropriate measures on any Business studies teachers and students that are found wanting in schools.
3. The Quality Assurance Unit should enhance monitoring and supervision of business studies teachers in private junior secondary schools, this would make them to adhere to quality assurance guidelines by proper implementation of the curriculum in Plateau State, Nigeria

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