

EVALUATION OF QUALITY ASSURANCE PRACTICES IN BUSINESS EDUCATION PROGRAMS AT COLLEGES OF EDUCATION IN NIGER STATE, NIGERIA

Abdulrazak Mohammed and Umar Baba Ndeji
Abdulkadir Kure University, Minna, Niger State

Correspondence Author: abdulrazak.mohammed@akum.edu.ng

DOI: 10.69713/uoaaj2025v03i02.17

Abstract

This study aimed to evaluate the quality assurance practices in the business education program in Niger State. The descriptive survey design was adopted for the study. The population consisted of 40 academic staff, and the 'Total Population Sample' approach, encompassing all 40 academic staff from Niger State Colleges of Education and Federal College of Education, Kontagora, was used. Data was collected using a self-developed structured questionnaire titled "Quality Assurance Practices on Business Education Programme" (QAPBEP). Before the main study, 10 academic staff members from the Business Education department at FCT College of Education participated in a pilot test of the research apparatus. The Cronbach Alpha reliability method was used to determine the instrument's reliability, and a reliability coefficient of 0.75 was obtained, indicating that the instrument was reliable. Two hypotheses were tested, and the data collected were analyzed using Analysis of Variance (ANOVA). The result of the study reveals that Niger State's colleges of education implement the business education curriculum at a consistent level of quality assurance, but the quality of the facilities, programs, and graduates of these institutions did not meet the required criteria. The study recommended, in line with the findings among others, that the management of these research study areas take essential steps to address the inadequacies identified. This includes fulfilling provisions for adequate learning facilities, implementing business education academic standards, and conducting regular evaluations of the business education program to ensure continuous improvement and adherence to quality standards.

Keywords: Quality Assurance, Business Education, Colleges of Education

INTRODUCTION

Quality assurance is a managerial strategy among several systems and approaches devised for overseeing quality in educational settings. These include quality audit, indicator structures, and quality control. Unlike the reactive nature of quality control and audit, quality assurance adopts a proactive stance towards quality management: it focuses on preemptive actions taken prior to educational

provision. It includes putting administrative and procedural safeguards in place to guarantee that educational goals and standards are met. (Tam, 2017). Quality assurance is characterized by systematic measurement, comparison with established standards, process monitoring, and the incorporation of feedback loops aimed at error prevention (Tam, 2017).

A key component of quality assurance is the notion that all internal stakeholders, both

academic and administrative, have responsibility for preserving and improving the quality structure.

For the efficiency of internal quality assurance, educators, researchers, administrators, students, social partners, and graduates must all actively engage in the learning process (Stumbrys, 2014). It is a complete management approach that creates an organizational culture in which each person is responsible for managing their contribution to the group effort, independent of their function or position in the hierarchy (Srikanthan and Dairymple, 2017; Csizmadia, 2018). Both a technique and a measurement tool, quality assurance evaluates how well organizational goals, objectives, and results have been achieved at both the macro and micro levels. Performance indicators, for example, are designed to help compare performance over time and across programs and to determine how well degree programs accomplish their goals. Strong quality assurance procedures guarantee that goals are fulfilled and that programs keep improving, according to McCormak (2017).

Moreover, quality assurance functions as a managerial tool capable of enhancing performance at both institutional and departmental levels within an organization (Doherty, 2018). It is perceived as a risk management strategy, gathering feedback to assess compliance with standards. Beckford (2017) highlights that without adherence to the quality assurance system, institutions cannot accurately gauge their performance. Internal stakeholders, including administrative and academic staff, are regarded as internal customers whose perceptions of quality influence service delivery. Understanding their needs and preferences is vital for delivering quality services (Bitner et al., 2015). Additionally, employees' perceptions and attitudes toward change significantly impact the success or failure of implementation efforts. Therefore, institutions must organize

themselves internally, train staff on quality assurance, and adapt their structures and processes to successfully implement quality assurance systems (Quinn et al., 2019).

According to Okebukola (2018), quality assurance in the educational system comprises keeping an eye on, analyzing, and assessing every facet of instructional activities. The results are then shared with stakeholders to improve the system's output. In a similar vein, Ajayi and Akindure (2017) stress the need to always fulfill product requirements and to do quality assurance correctly the first time, every time. To support a knowledge economy and effective internationalization, quality assurance in Nigeria's educational system makes sure that postsecondary institutions live up to the expectations of labor consumers about the caliber of skills graduates deliver.

Concept of Business Education

The definition of the Business Education program remains fluid, influenced by the evolving landscape of technologies and societal needs. As such, there isn't a universally accepted definition, with older definitions becoming outdated due to the rapid pace of technological advancement. However, experts in the field generally agree that Business Education revolves around imparting knowledge, skills, and competencies necessary for success in various business endeavors.

Osuala, as cited in Yusuf (2023), characterizes business education as an integral part of the educational sphere, focusing on both specialized occupational applications and general understanding. It encompasses the comprehension of business social institutions, along with the requisite techniques, attitudes, and knowledge for effective navigation within them. Business Education holds a pivotal role in Nigeria's educational history, contributing significantly to national development by equipping individuals with vocational

knowledge, skills, and attitudes essential for employment and career advancement. Aina (2016) underscores its pervasive influence across societal spheres, emphasizing its importance from junior secondary school to tertiary institutions as outlined in the National Policy on Education (2014).

At its core, Business Education aims to instill vocational competencies, preparing individuals for employment opportunities and enabling further academic pursuits in specialized fields. This acquisition of competencies begins from the junior and senior secondary levels, fostering vocational development and readiness for various career paths. Akume (2018) defines Business Education as a program geared towards preparing individuals for semi-skilled occupations, underscoring its vocational orientation and role in addressing societal employment needs. Moreover, Business Education catalyzes self-reliance and economic empowerment.

Okoro (2016) highlights its potential to cultivate entrepreneurship, enabling graduates to establish businesses and contribute to economic growth by creating employment opportunities. Similarly, Osuala (2015) emphasizes its role in training manpower for industry and private business establishments, emphasizing self-reliance and the capacity to establish and manage private enterprises effectively. In essence, Business Education encompasses a broad spectrum of knowledge, skills, and attitudes essential for success in various business contexts, ranging from employment readiness to entrepreneurship and economic empowerment.

Statement of the Problem

Maintaining the minimal criteria established by the National Commission for Colleges of Education (NCCE) is essential for quality assurance in all Nigerian educational institutions. The improvement of Business

Education programs' quality is a key result of both internal and external quality assurance systems. At the very least, accredited programs are supposed to fulfill the NCCE's minimal quality standards for staff, curriculum, facilities, and other relevant factors. Unfortunately, given the present status of educational institutions and the general caliber of their offerings, including buildings, curricula, and graduation competency, these goals sometimes seem unachievable.

The Nigerian Certificate in Education (NCE) teacher education program's quality has declined as a result of shortcomings in program administration, monitoring, and execution. This drop was particularly noticeable after the 2022–2023 certification process. In a similar vein, Ukoha and Ahia (2017) discovered that, despite accreditation efforts, the colleges of education they examined failed to upgrade laboratory, library, and classroom facilities, guarantee the hiring of a sufficient number of qualified employees, put institutional financial management systems in place, carry out staff development initiatives, and consistently allot enough funds after the 2022–2023 accreditation exercises. There is an urgent need for efficient quality assurance procedures to stop the problem from becoming worse, given the alarming declining trend in the caliber of business education programs in educational institutions. Inadequately prepared students might graduate if there are no strong quality assurance procedures in place. Thus, the goal of this study was to evaluate the quality assurance practices associated with the business education program in the study area of Niger State, Nigeria.

Research Hypotheses

The following research hypotheses were generated and tested:

1. There is no significant difference among mean responses on the quality assurance implementation of business education

curriculum in colleges of education, Niger State, Nigeria

2. There is no significant difference among mean responses on the quality assurance evaluation of business education programme in colleges of education, Niger State, Nigeria

LITERATURE REVIEW

Concept of Quality Assurance

Quality assurance (QA) in education refers to the systematic processes and practices put in place to ensure institutional operations and academic programs adhere to high standards of quality. In order to preserve or increase the quality of instruction, learning, and overall institutional performance, it entails the ongoing assessment, evaluation, and improvement of educational processes. Ensuring that pupils obtain a good quality education is the goal of quality assurance, that institutions are held accountable for the outcomes of their programs, and that stakeholders, including students, faculty, employers, and accreditation bodies, have confidence in the institution's ability to deliver quality education.

Quality assurance in business education programs is a crucial component for maintaining the relevance, effectiveness, and credibility of academic institutions, as well as meeting the evolving needs of the job market. As business education continues to evolve, various strategies for ensuring quality have emerged. These strategies typically focus on curriculum development, faculty qualifications, assessment methods, and institutional accreditation. Below are the elements of quality assurance in education:

Curriculum Development and Relevance

One of the cornerstones of quality assurance in business education is the alignment of curriculum content with the demands of the global business environment. Business

education programs must evolve to meet the changing needs of industries and employers. The curriculum should be updated regularly to incorporate new theories, emerging trends, and practical skills that are critical for students' future careers.

According to Mook and Wilson (2023), business schools must ensure that their curricula remain relevant by engaging with industry partners and stakeholders to gain feedback on the competencies required in the workforce. Furthermore, the curriculum should incorporate interdisciplinary approaches, blending business principles with ethics, technology, and global perspectives (Brewer & Jones, 2019). Continuous review and modification of the curriculum are vital to ensure it meets the expectations of both students and employers.

Faculty Qualifications and Professional Development

Another essential aspect of quality assurance is ensuring that faculty members are highly qualified and well-equipped to teach current business concepts. Faculty qualifications should go beyond advanced degrees to include professional experience and involvement in research and development within their fields. Taymaz (2024) suggests that faculty members should be engaged in continuous professional development to keep up with technological advances and business practices. This ensures that the faculty can deliver up-to-date and industry-relevant content while fostering critical thinking and analytical skills among students. Faculty members should also engage in research to contribute to the academic community and to inform teaching practices with new insights.

Accreditation and External Evaluation

Accreditation serves as a formal mechanism for quality assurance in business education. Accredited programs are evaluated by external

bodies, which verify that they meet specific standards of quality in terms of curriculum, teaching, research, and student outcomes. This external evaluation provides transparency and fosters trust among stakeholders, including prospective students, employers, and faculty.

The European Quality Improvement System (EQUIS) and the Accreditation Council for Business Schools and Programs (ACBSP) are some of the key accreditation agencies that business schools may seek accreditation from. According to Solomon and McCann (2022), accreditation ensures that the program adheres to internationally recognized standards, contributing to the overall quality of education provided by business schools. These accreditations also help institutions benchmark their performance and adopt best practices.

Assessment and Evaluation of Student Outcomes

Quality assurance in business education must include robust systems for assessing student learning and evaluating the effectiveness of the teaching methods used. This involves both formative and summative assessments, including examinations, projects, internships, and presentations. Baird et al. (2017) emphasize the importance of assessment methods that measure not just theoretical knowledge but also practical application. These assessments should align with learning outcomes that reflect real-world business challenges. Additionally, frequent assessments of student outcomes, including career advancement, employment rates, and satisfaction surveys, may provide important information about how well the business education program is working (Hernández-Pérez, 2018).

Use of Technology and Innovation

The integration of technology into business education is increasingly important for ensuring quality assurance. The rapid advancement of digital tools and platforms in the business world

requires educational programs to adopt similar tools to enhance the learning experience. Online learning platforms, simulations, and digital resources can provide students with practical experiences that are in line with current business practices. Czerniewicz and Brown (2023) argue that the incorporation of technology into business education can support personalized learning, enhance collaboration, and provide more accessible education. As such, quality assurance measures should include the effective use of technology in both teaching and learning activities.

Accreditation and Its Role in Business Education

Accreditation is perhaps the most recognized quality assurance practice in business education. It serves as an external validation that a business school meets certain standards of academic quality and rigor.

The Role of Accreditation Bodies

Accrediting bodies play a significant role in evaluating business schools. They assess various factors, including:

Curriculum Quality: Accreditation agencies evaluate whether the business school's curriculum is comprehensive, current, and aligned with industry standards.

Faculty Expertise: Accreditation agencies assess the qualifications and research output of faculty members to ensure that they are capable of delivering high-quality education.

Student Support Services: Accreditation also evaluates the support services available to students, such as career counseling, academic advising, and extracurricular opportunities.

Global Perspective: Agencies like AACSB and EQUIS emphasize the importance of incorporating international perspectives into the curriculum and ensuring that students are prepared for global business challenges (Harrison & Holden, 2021).

Benefits of Accreditation

There are numerous benefits to accreditation, including:

- i. **Improved Reputation:** Accredited institutions gain credibility within academic and business communities.
- ii. **Increased Employability:** Graduates from accredited programs are often more competitive in the job market, as employers recognize the rigor and quality of the education.
- iii. **Global Networking Opportunities:** Accreditation opens up opportunities for academic partnerships, international student exchanges, and research collaborations (Rothwell & Baldwin, 2019).

Challenges of Accreditation

While accreditation brings many benefits, it also presents challenges for business schools. The process is often time-consuming, requiring institutions to invest considerable resources in preparing for accreditation reviews. Additionally, accreditation standards are subject to change, meaning that institutions must continuously adapt to maintain their status (Anderson & Green, 2019).

Curriculum Development and Review: The curriculum is the backbone of any business education program. Ensuring that it meets the needs of both students and the industry is a key aspect of quality assurance.

Aligning Curriculum with Industry Needs: Curriculum development in business education should be an ongoing process that involves regular engagement with industry stakeholders. Business schools must ensure that their curricula remain aligned with the evolving needs of the business world. This includes integrating emerging trends such as digital transformation, data analytics, and sustainability into the curriculum (Bennett, 2022). Incorporating feedback from employers,

alumni, and business leaders into curriculum design ensures that students acquire skills that are in demand, increasing their employability upon graduation (Gibb & Miskell, 2018).

Stakeholder Involvement in Curriculum Design: Involving a diverse range of stakeholders, including students, faculty, industry professionals, and accreditation bodies, in the curriculum development process helps ensure its relevance. This collaborative approach ensures that the curriculum remains dynamic and responsive to the changing business landscape (Rogers et al., 2018).

Faculty Development and Support: The quality of the faculty is a critical component of business education. Ensuring that faculty members are well-trained, qualified, and up-to-date with the latest business trends is essential for maintaining the quality of education.

Professional Development Programs: Many business schools provide faculty members with opportunities for professional development through workshops, conferences, and training programs. These programs focus on enhancing teaching methodologies, fostering research, and integrating new technologies into the classroom. Faculty members who engage in continuous learning can better support student needs and remain competitive in the academic environment (Kirkpatrick et al., 2019).

Research Output and Academic Qualifications: The qualifications and research output of faculty are key indicators of program quality. Business schools should encourage faculty members to engage in research that is both academically rigorous and practically relevant to the business community. Research projects contribute to curriculum improvement and raise educational standards generally (Smith & Jones, 2021).

Student Assessment and Learning Outcomes: Effective student assessment is

another important quality assurance practice. Assessing learning outcomes helps ensure that students are acquiring the knowledge and skills needed to succeed in the business world.

Methods of Student Evaluation: Exams, case studies, group projects, and presentations are just a few of the evaluation techniques used by business schools to gauge student performance. These assessments help instructors measure students' understanding of the material and their ability to apply knowledge in real-world situations (Black & Wiliam, 2020).

Assessing Learning Outcomes: One of the key aspects of QA in business education is assessing whether students are meeting predefined learning outcomes. This includes evaluating whether graduates possess the competencies and skills required by employers. Business schools often use surveys, exit interviews, and employer feedback to assess the effectiveness of their programs (Kuh & Kinzie, 2020).

METHODOLOGY

The researchers adopted a descriptive survey design for the study, and the population consisted of 40 academic staff from Niger State College of Education and Federal College of Education, Kontagora, in the researcher's field of study. The researcher utilized a 'Total Population Sample' approach, encompassing all 40 academic staff. Data was collected using a self-developed structured questionnaire titled "Quality Assurance Practices on Business Education Programme" (QAPBEP). Before the main study, ten (10) academic staff members from the Business Education department participated in a pilot test of the research instrument at FCT College of Education. Following the test, the data were statistically analyzed using Cronbach Alpha to determine the instrument's reliability, and the analysis showed a reliability coefficient of 0.75. The validated instrument was directly given to the target respondents by the researchers. The data

were analyzed using Analysis of Variance (ANOVA) for the test of the hypothesis.

RESULTS

Table 1: One-way analysis of variance for mean difference on quality assurance implementation of business education curriculum among Academic staff

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.627	2	.313		
Within Groups	71.605	113	.634	.495	.611
Total	72.232	115			

Source: Field Study, 2025

According to Table 1 analysis of variance results, there is no statistically significant difference in the mean lecturers' responses about the quality assurance of the business education curriculum's implementation in the study area: $F(2, 113) = 0.495, p = 0.611$. As a result, Hypothesis 1 was accepted. This result suggests that Niger State's colleges of education implement the business education curriculum at a consistent level of quality assurance.

Table 2: One-way analysis of variance for mean difference on quality assurance evaluation among Academic Staff.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.598	2	1.299		
Within Groups	83.850	113	.742	1.75	.178
Total	86.448	115			

Source: Field Study, 2025

There is no statistically significant difference in the mean responses of Business Education lecturers about the quality assurance evaluation

of the business education program in the study area, according to the statistical results of the analysis of variance shown in Table 2: $F(2, 113) = 1.751$, $p = 0.178$. Hypothesis 2 was accepted. The results of the research showed that, in Niger State, the quality of the facilities, programs, and graduates of these institutions did not meet the required criteria. It implies that there are no significant differences in the mean responses of Business Education lecturers in the Niger State Colleges of Education.

DISCUSSIONS

The result of the study based on hypothesis 1 reveals that Niger State's colleges of education implement the business education curriculum at a consistent level of quality assurance. This implies that these institutions all practice quality assurance to the same degree. Zhang (2020) contends that well-defined organizational and programmatic goals, ongoing support for these goals, frequent quality evaluations, and open evaluation procedures are all characteristics of successful quality assurance systems, which this study supports. Zhang (2020) also describes a staged approach to quality assurance in educational institutions, which includes identifying institutional missions, putting in place procedures for guaranteeing quality, keeping track of advancements, and promoting ongoing development.

Accordingly, there is no statistically significant difference in the responses of business education lecturers about the assessment of the business education program in the study area. According to Ben-Yunusa (2018), evaluation is defined as two things: first, as a methodical attempt to gauge how planned educational experiences have affected students' behavior; and second, as the gathering and use of data to guide program choices. This conclusion is consistent with his definition. Tyler highlights that assessment entails determining the value or

worth of a procedure, object, or program (quoted in Ben-Yunusa, 2018). Additionally, Bawa and Guga (2023) address the many justifications for giving pupils examinations, including assessing the efficacy of instructional methods, pinpointing areas in which students need development, and giving parents information about their children's academic progress.

CONCLUSION AND RECOMMENDATIONS

Conclusion

It could be concluded from the study that government-owned Colleges of Education in Niger State exhibit significant deficiencies in quality across several areas, including facilities, programs, and the competence of graduates. Quality assurance in higher education involves a thorough assessment and evaluation of processes, practices, programs, and services, using appropriate methodologies and activities. Due to the varied nature of higher education institutions, each may develop its own set of principles to implement effective quality assurance measures.

Quality assurance practices in business education play a crucial role in ensuring that academic programs meet the needs of both students and employers. Through accreditation, curriculum development, faculty support, and student assessment, business schools can maintain high standards of education that prepare graduates for success in the global business world. While challenges exist, including resource constraints and the need for continuous adaptation, the benefits of robust quality assurance practices are clear. Moving forward, business schools must continue to innovate and align their programs with emerging business trends and technologies to ensure that they remain competitive and relevant.

Recommendations

The study recommended the following:

1. It is the responsibility of every staff member to enhance the quality of the product or service provided by the college.
2. All employees should be aware of the functions and feel a sense of responsibility for the systems in place to maintain and improve quality.
3. Management and employees should routinely verify the accuracy and dependability of the systems used to check quality.
4. Further research studies should be conducted in the area of external quality assurance to ascertain the extent of implementation of business education programmes in both private and public tertiary institutions in other states.

REFERENCES

- Akhuemonkhan, I. A. and Raimi, L (2023). Quality Assurance and Technical Vocational Education and Training in Nigeria: An Impact Assessment Survey. *International Journal of Vocational Education and Training* Vol. 21(2), pp 7-23.
- Ajayi T, and Adegbesan S.O. (2017). Quality Assurance in the teaching profession. Paper presented at a forum on emerging issues in teaching professionalism in Nigeria (14-16 March), Akure, Ondo State.
- Aina, O. (2016). *Issues and Trends in Business Education*. Lead Paper delivered at Business Education Forum of the College of Education, Agbor, Delta State. May 27th.
- Akume, A. (2018). Improving the status of Vocational Technical Education: A route to National development. Teachers' Mandate on Education and Social Development in Nigeria. In D. F. Elaturoti and K. Babarinde (Eds), Ibadan: Sterling-Horden Publishers, pp. 95-105.
- Babalola, I. B. (2017). University Funding. Responses and Performance under a Declining Economy in Nigeria. Educational Planning Unit, Department of Educational Management, Faculty of Education, University of Ibadan.
- Bawa, M. Guga, A (2023). *Curriculum innovation and implementations: Zaria*. YAG. Enterprise.
- Beckford, J. (Ed.). (2017). *Quality* (2nd ed.). London: Routledge.
- Ben-Yunusa, M. (2018). Evaluation for what? *Teaching in Higher Education* 7(3) 245- 263.
- Bitner, J., Becker, S. O., & Woessmann, L. (2015). Was Weber wrong? A human capital theory of Protestant economic history. *The Quarterly Journal of Economics*, May Edition, pp. 531-596
- Csizmadia, P. (2018). Can accreditation help a leopard change its spots? Social accountability and stakeholder engagement in business schools, *Accounting Auditing & Accountability Journal*, vol. 27, no. 2, pp. 234-258.
- Douglass, P/ (2016). The development of a conceptual model of student satisfaction with their experience in higher education, *Quality Assurance in Education*, vol. 16, no. 1, pp. 19-35.
- Doherty, G. (2018), On quality in education, *Quality Assurance in Education*, vol. 16, no. 3, pp. 255 -265.
- Edvardsson, O., Hodson, P., Connolly, M. &Younes, S. (2024), Institutionalizations in a newly created private university, *Quality Assurance in Education*, vol. 16, no. 2, pp. 141-147.
- Fasasi, Y.A. (2018). Quality assurance: A practical solution to examination malpractices in Nigerian secondary schools. *International Journal of African & American Studies*, Vol. 5(2), pp.15-21.
- Huck, G. (2024). Institutionalizations in a newly created private university, *Quality Assurance in Education*, vol. 16, no. 2, pp. 141-147.

- Kerlinger, F. N. (2015). *Foundations of Behavioural Research*, Second Edition Holt, Rinehart and Winston, Inc.
- Kettunen, J. (2015). Quality Assurance at Higher Education Institutes: The Role of Educational Initiatives. Retrieved from: <http://iceehungary.net>, (Accessed on: July 4, 2015).
- McCormack, I. (2017). Leading change in higher education, *Educational Management Administration & Leadership*, vol. 37, no. 5, pp. 687-704.
- Mohsin, M. and Kamal, M. A. (2016). Managing Quality Higher Education in Bangladesh: Lessons from the Singaporean and Malaysian Strategies and Reforms. *International Journal of Business and Management*; Vol. 7, No. 20; pp. 59-70.
- Musa, R. (2016). Acquiring the Stenographic skills for Self-Reliance and Socio-economic Growth. *Business Education Journal* 4(1) 2 – 4.
- Okoro, C. (2023). Business education: vision and mission for a sustainable economy. *Business Education Journal*, 3(2), 1-8.
- Okebukola, P. (2018). The status of University Education in Nigeria: A Report presented to the National Summit on Higher Education, Abuja, March 2007, Nigeria.
- Olaitan, S.O., Nwachukwu, C.E., Igbo, C.A., Onyemachi, G.A., and Ekong, A. O. (2019). *Curriculum Development in vocational/technical education*. Onitsha: Cape Publishers Int. Ltd.
- Onyesom, M. and Ashibogwu, N. K. (2016). Towards Quality Assurance in Business Education in Nigeria: Constraints and Control. *Asian Journal of Business Management*, Vol. 5(3): pp. 306-312
- Quinn, A, Lenay, G, Larsen, P & Johnson, D. (2019). Service quality in higher education. *Total Quality Management*, vol. 20, no. 2, pp. 139-152.
- Stumbrys, B. (2014). Accreditation of higher education in Europe: moving towards the US model? *Journal of Education Policy*, 26(2), 757-769.
- Srikanthan, J. & Dairymple, C. (2017). *International and national quality teaching and learning performance modules are currently in use*. Crawley, Carrick Institute for Learning and Teaching in Higher Education Ltd.
- Tam, M. (2017). Measuring Quality and Performance in Higher Education. *Quality in Higher Education*, 7(1),47-54.
- Ukoha, U. A. and Ahia, C.N. (2017). Educators' perception of the influence of NCCE accreditation Exercise on some quality indicators in NCE vocational teacher training institutions. *Journal of Vocational and Adult Education*. 3(1), 78-87
- Ova, I.I. (2015). Quality assurance and institutional stability in the Nigerian university system. *Nig. Journal of Educational Administration and Planning*, Vol. 5(2), pp.14-22.
- Yusuf, K (2023) Improving the quality of business education through the use of information and communication tech. *vocational business educator journal* 2(1) 164-167.
- Zhang, L-F. (2020). Do personality traits make a difference in teaching styles among Chinese high school lecturers? *Personality and Individual Differences*, 43, 669-679. DOI: 10.1016/j.paid.2007.01.009