

**PROMOTING QUALITY ASSURANCE IN BUSINESS EDUCATION THROUGH  
SUPERVISION OF INSTRUCTION IN TERTIARY  
INSTITUTION**

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**ABSTRACT**

*The place of supervision in achieving educational objectives cannot be over emphasized. The desire to achieve a high quality improvement in education calls for emergency of quality assurance in the administration of institutions. Governments all over the world in an attempt to educate and develop their citizens spend huge sum of money on teachers and schools but in the developing countries the case is different because teachers and schools are neglected for selfish interest of dubious politicians. This paper examines the supervision of instruction for improving quality assurance in business education programmes in tertiary institutions. Concept of Business education, supervision of instruction, and quality assurance were discussed. The paper also discussed the steps to quality assurance, specific responsibilities of instructional supervisors for quality assurance, principles of educational supervisions, challenges militating against effective instructional supervision, and the way forward. It was suggested that there is need to harmonize internal and external criteria for quality assurance in achieving excellence in the school system. Again, there is need for curriculum restructuring to reflect the needs of the society. Finally, full professionalization of teaching in the country should be accorded priority*

**Keywords:** Quality Assurance, Business Education, Supervision of Instruction, Tertiary Institution.

**Introduction**

It has been observed globally that countries that thrive in all sectors of their economy did embrace education as their bedrock. For quality of education to be guaranteed, emphasis should be placed on the quality of teaching, in order to ensure impressiveness, efficiency and productivity of education. It is also necessary to control the quality of education by using the relevant agencies such as National University Commission (NUC), National Board for Technical Education (NBTE) as well as National Commission for Colleges of Education (NCCE). These agencies were established in order to ensure for quality of education which Business Education is one in Nigeria tertiary institutions.

Business education plays a significant role in the economic development by providing knowledge and skills to the learners thereby enabling them to adequately impart knowledge into others, and handle sophisticated office technologies and information systems (Krishnamurthy,

2020). The goal of business education is primarily to produce competent, skilful and dynamic business teachers, office administrators and businessmen and women that will effectively compete in the labour market. To attain this objective, there must be quality assurance in the teaching and learning of business education. Quality assurance is referred to as planned and systematic activities implemented in a quality system so that quality requirements for a product or services will be fulfilled. Amaral and Norcini (2023) described quality as standards of something as compared to other things. That is the degree of goodness or excellence. Quality assurance generally means all the excellent procedures, processes and systems that support and develop the education. Assurance for quality education is a holistic process concerned with ensuring integrity of outcomes. Assurance therefore implies checking and comparing intentions with actual and then doing something when actualize are too far from intentions.

Thus, the process through which an establishment seeks to ensure that the quality of its product is maintained or improved upon is referred to as quality assurance. Al-Shraah et al. (2022) maintained that quality assurance is a process of testing a product or service to see whether it meets the standards or precise specification, while rejecting those that do not conform. That is to say that quality assurance is meeting the required standards. Quality assurance is also the process involved within a system to ensure job management, competence and performance during the production of a product or service to ensure that it meets the quality plan as designed. The primary aim is to monitor the implementation of curricular and ensure desirable increase in teachers' capabilities, upgrade their conceptual knowledge and teaching skills, give them support in their work to facilitate better performances in pedagogical practices and students' learning outcomes (Seyfried & Pohlenz, 2018). Quality assurance involves the systematic review of educational provisions to maintain and improve quality, equity and efficiency. It encompasses internal and external evaluations (including supervision) as well as school leaders' and students' assessments.

Supervision is defined as all efforts by school officials directed towards providing leadership to teachers and other educational workers in the improvement of instruction, involving the stimulation of professional growth and development of teachers, the selection and revision of education objectives, materials of instruction and method of teaching, and the evaluation of instruction (Wiyono, Imron & Arifin, 2022). Instruction is the learning materials and experiences presented by the teacher to the student with the objective that learning should take place in students. Instructional supervision is a process in education of which the primary purpose is to support and sustain all teachers in their goal of career, long growth and development, which ultimately results in quality instruction. Supervision of instruction provides a vehicle and structure which allows schools, departments as well as individuals (teachers and students) within them, to respond effectively to curriculum and instruction in order to achieve stated educational objectives. Supervision of instruction in this context is the act of overseeing the teaching and learning processes in schools so that schools are administered in efficient and effective manner such that schools can attain world-class status. Supervision of instruction allows educators and administrators to improve not only classroom but the school as a whole.

### **Conceptual Review Business Education**

The historical foundation of business education differs from one country to another and sometimes from one author to another. However, the differences were not significant. This is because almost all the writers or narrators traced the historical foundation to the apprenticeship system but with varying dates in different countries. Business education is a core component of Technical and Vocational Education programme and taught by professionally trained male and female business educators in universities, college of education. Onajite (2016) maintained that business education encompasses education for business, office occupation, economic

understanding, entrepreneurship and it seeks to develop in the learners basic skills for personal use in the future.

Business education is the branch of learning focused on providing individuals with the necessary abilities to thrive in life. It encompasses a curriculum that furnishes people with practical and appropriate proficiencies, information, mindset, and principles, enabling them to effectively function within their surroundings (Makwe & Okafor, 2022). It is evident from the earlier conversations that over time, the interpretations of business education consistently evolve. Hence, it can be understood that business education is a dynamic and evolving field.

Therefore, any worthwhile programme like business education has to move with time. However, business educators have always accepted that change is a fact of life. From the typewriter to the transistor, business curriculum has continually shaped itself to meet the needs of business. As a result, the success and survival of business education constantly depends on its ability to adapt and keep pace with the needs of the recipients. These changes present challenges for both the learner and instructor. Nevertheless, it is the business educator that must be willing to adapt and manage these changes so as to ensure successful programmes for the future through constant supervision of instruction.

### **Supervision of Instruction**

Supervision to a lay man means the facilitation or creation and continuous improvement of a conducive learning and teaching environment. Supervision is about helping the teacher and the learner to realize their full potentials in their respective careers (Guerra, *et al.* 2022). Supervision of instruction is a helping relationship whereby the supervisor guides and assists the teachers to meet the set targets. This definition described instructional supervision from the point of establishing the relationship with stakeholders in school system for the purpose of achieving the set objectives. Similarly, instructional supervision as a means to help, guide, stimulate and lead teachers through criticism, appraisal and practices in the education system. Instructional supervision is a service activity that exists to help teachers do their job better (Hoque, *et al.* 2020). That is to say that supervision is a cycle of activities between a supervisor and a teacher with the main aim of improving classroom performance so as to produce excellent and successful graduates. It has been observed that instructional supervision is an essential activity for effective operation of a good school system. Various categories of academic environment, government has established different regulatory bodies to take charge of supervision of instruction so as to mention their activities of those institution. NUC is incharge of universities, NCCE is for COEs and NBTE controls the academic activities in polytechnics. These bodies carry out their monitoring activities through accreditation. All these activities is to ensure for quality assurance. It has been observed that instructional supervision is an essential activity for the effective operation of a good school system.

Supervision requires the leader to oversee, assess, evaluate and direct teachers as well as school administrators to ensure an educational institution is meeting its goals. Also, successful supervision promotes a vision to implement change in the school system that facilitates improvement. The supervision of instruction is by design a developmental process with the main purpose of improving the instructional programme, generally and teaching specifically. Only when this process is carefully planned and executed then quality can be assured.

### **Quality Assurance**

Quality assurance implies a good idea or a thing of high standard. Quality entails creating an environment where educators, parents, government officials and community representative work together to provide students with the resources they need to meet current and future academic demands. Baharun *et al.*, (2021) defined quality as the totality of the features of a process, product or service on performance and in customers' or clients' perception of that performance. It is not just a feature of a finished product or services but involves a focus on internal processes and outputs

including the reduction of waste and the improvement on productivity. Idris *et al.*, (2022) classified quality by three interrelated and interdependent stands, efficiency in the meeting of its goals, relevance to human and environmental conditions and needs, pursuit of excellence and encouragement of creativity.

It is often easier to experience quality than to describe or measure it particularly when it has to do with education. Thus, quality assurance is something everyone considers good and wants to have. It is about the standard of a given object, product or service when compared with other things. Quality is excellence in societal values embodied in institutions curricular which involves stages and activities (transformational and procedural processes) that take place until certificates are issued and performance of product confirmed in the labour market and entire society.

Quality assurance is referred to the standard of a phenomenon when it is compared to other things: how good or bad something is, that is, to be of quality or of a high standard. In this context, it is associated with the monitoring and evaluating components and products of business education to see whether the outcome is good and of the intended standard. Quality assurance is to be measured by the extent to which the training received from an institution enables the recipients (business education graduates) to think clearly, independently and analytically to solve relevant societal individual, educational and business problems in any given environment.

Quality assurance refers to the planned and systematic activities implemented in a way that quality requirements for a product or service will be fulfilled. It is the systematic measurement comparison with a standard, monitoring of process and an associated feedback loop that confers error prevention. Leppla (2023) defined quality assurance as planned and systematic review process of an institution or programme to determine whether or not acceptable standards of education, scholarship and infrastructure are being met, maintained and enhanced. It is an instrument designed to add value to education by encouraging high quality. An efficient and effective quality education which is internationally recognized is vital for economic growth and sustainable development in developing countries like Nigeria. Education has been described as the bedrock of every society and a tool for nation building. For quality education to be achieved in a nation, the principal actors of learning who are the teachers, learners and the environment must be co-operatively organized. Quality assurance is therefore a continuous process by which an institution can guarantee that standard and quality of its educational provisions are being maintained or enhanced.

The programme, business education is concerned with teaching the skills, attitudes and knowledge necessary for a successful career in office and business world. Quality assurance refers to the planned and systematic activities implemented in a way that quality requirements for a product or service will be fulfilled. It is the systematic measurement comparison with a standard, monitoring of process and an associated feedback loop that confers error prevention. According to Leppla (2023), quality assurance is the planned and systematic review process of an institution or programme to determine whether or not acceptable standards of education, scholarship and infrastructure are being met, maintained and enhanced. It is an instrument designed to add value to education by encouraging high quality. An efficient and effective quality education which is internationally recognized is vital for economic growth and sustainable development in developing countries like Nigeria. Education has been described as the bedrock of every society and a tool for nation building. For quality education to be achieved in a nation, the principal actors of learning who are the teachers' learners and the environment must be co-operatively organized. Quality assurance is a continuous process by which an institution can guarantee that standard and quality of its educational provisions are being maintained or enhanced.

### Steps to effective Quality Assurance:

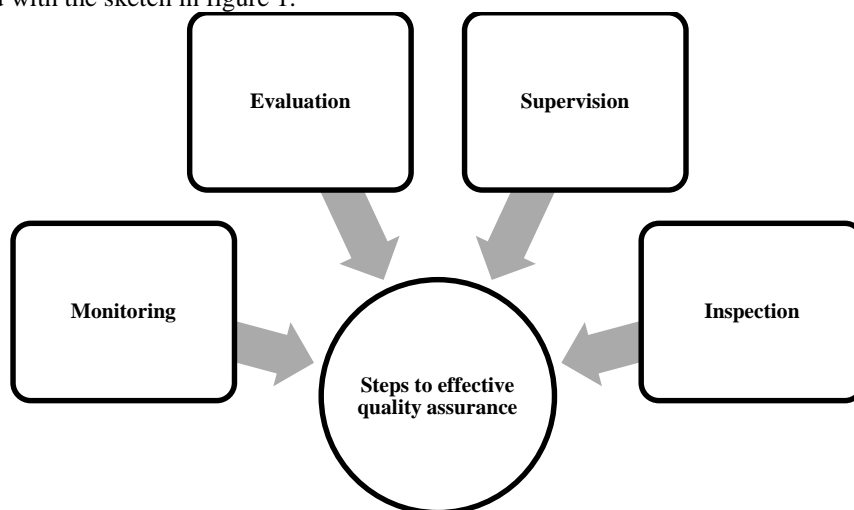
To ensure a qualitative business education in our institutions system, Chibuike (2013) outlined the following as steps to effective quality assurance:

**Monitoring:** This has to do with keeping a watchful eye on the input, process, output and the environment of an education system to ensure that things keep going the right direction and according to the set standards. For example, monitoring of students' progress from one level to another.

**Evaluation:** This involves assessment, appraisal, valuation and estimation of the worth of education inputs, process and outcome for the purposes making judgment and corrective criticism.

**Supervision:** This deals with overseeing those who are responsible for one thing or the other (teaching, learning, resource utilization, management, etc) in the process of educating the students.

**Inspection:** This is more penetrating and piercing than supervision. It is job – focused and scientific in approach. It involves close examination, check, scrutiny and assessment of available facilities and assessment of available resources in an institution with a view to establishing how far a particular institution has met prescribed standards. The steps to effective quality assurance can be summarized with the sketch in figure 1.



**Figure 1: Steps to Quality Assurance**

### **Supervision of Instruction as an instrument of Quality Assurance in Business Education Programme**

Naturally, the supervisor is primarily a resource person, a teacher of teachers who poses a sound education, well informed about methodology of classroom management, inventive, zealous and acutely sensitive to people's cultural values, patient, a good listener and very friendly. Because they (Supervisors) work with human concerns in schools, and are dedicated to the belief that the school should serve the people, rather than the people serving the school. Their ultimate purpose is human growth, which they promote by supplying continuity and constant re-adaptation in the educational programme. They seek improved methods of teaching and learning, and coordinate and integrate all educational efforts and materials.

Again supervision of instruction is an essential part of any organizational set up, the ultimate purpose of which is the promotion and development of favorable setting for teaching and learning as well as the stimulation, overseeing and appraisal of activities leading to an achievement of instructional goals at a specified quality level.

Thirdly, supervision is essential in order to monitor the execution of the business education curriculum making sure that the curriculum is carried out at a zero level defect. Through supervision,

inexperienced business teachers are assisted to grow, even the experienced ones though qualified, professionally competent and can be trusted still need to be supervised in order to continue to maintain the high standards. As a result of supervision, business teachers learn to isolate and analyze their problems, develop confidence in their ability to solve problems, the ultimate goal of which is to improve instruction.

Furthermore, supervision of instruction provides a vehicle and structure which allows institutions, departments as well as individuals (teachers and students) within them to respond effectively to curriculum and instruction to achieve stated educational objectives (business education inclusive).

A systematic and consistent quality assurance system according to Frick, *et al.* (2020) were the following:

- it helps to establish an institutions good reputation and image.
- defines standards of achievement, documented procedures for all identified process.
- establishes ways of responding to issues and clear accountability for outcomes.
- results to greater public confidence, more satisfied students, efficient processes and staff who are confident in their jobs.
- students are more likely to experience better quality instructions, learning material and interactions with the institution and its staff, leading to enhanced learning outcomes.

### **Responsibilities of Instructional Supervisors for Quality Assurance in Business Education Programmes**

Makin *et al.* (2018) stressed that supervisors (business educators inclusive) usually wear two or three hats, but their specific responsibilities tend to include of the following:

1. Mentoring or providing for mentoring of beginning business teachers to facilitate a supportive induction into the profession.
2. Bringing individual business teachers up to minimum standards of effective teaching (quality assurance and maintenance functions of supervision).
3. Improving individual business teachers' competencies, no matter how proficient they are deemed to be.
4. Working with groups of business teachers in a collaborative effort to improve student learning.
5. Working with groups of business teachers to adapt the local curriculum to the needs and abilities of diverse groups of students, while at the same time bringing the local curriculum in line with state and national standards.
6. Relating business teachers' efforts to improve their teaching to the larger goals of school wide improvement in the service of quality learning for all children.

### **Principles of Educational Supervisions**

According to Iloh *et al.* (2018), modern supervision is guided by six major rules which make instructional processes and procedures more effective and efficient. These principles include flexibility, democracy, cooperation, positive and constructive in nature, quality management and creative and scientific in nature.

**Principle of Flexibility:** Supervisors and supervisees should be flexible so as to land on smooth spot for no man is all knowing. Their views and perception on school policies, objectives, programmes, structures and procedures must be flexible to accommodate innovation. Rigidity creates situation of flexing muscles and stagnancy. Both sides should be ready to accept one another's ideas and viewpoints.

**Principle of Democracy:** for the effective supervision of instructional processes, there must be freedom of speech, participation, consultation and suggestion. The talent and potential of supervisors and supervisees must be utilized because experience are not the birth right of only one

person. This principle is in line with the philosophy of Democratic style of leadership, which emphasizes the need to use the efforts of all the members of the organization to improve school instruction and administration.

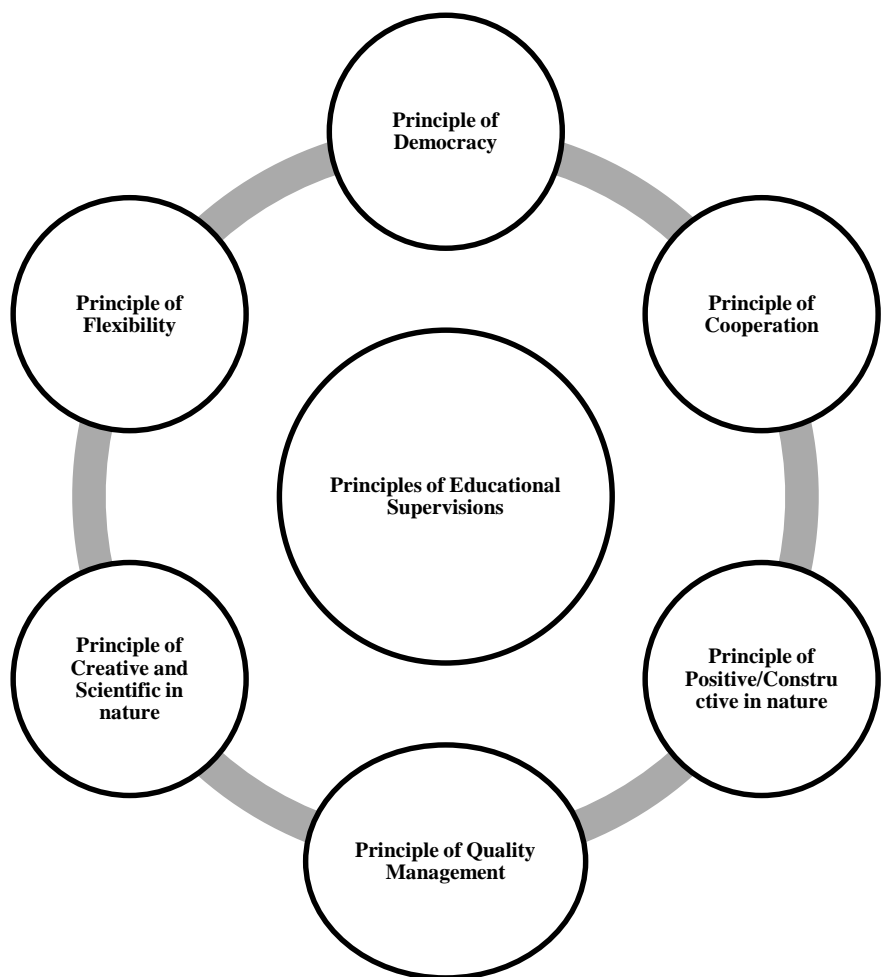
There must be dialogue. Supervisees/teachers are human beings trained to impart knowledge, so they will accept suggestions communicated in friendly atmosphere. This principle of democracy holds that individuals should be involved in decisions that affect them for full cooperation.

**Principle of Cooperation:** In most cases, human beings always react negatively when not carried along in decisions that will affect their lives. Supervision of instruction should involve the supervisors school administrators, teachers and others for the achievement of stated instructional objectives. This principle holds that for the effective promotion of instructional processes and development of the available human resources in the school system, there must be effective communication between the supervisors and supervisees, realizing that when two elephants fight, the grass (learners) usually suffers. There should be warn participation by all the human resources concerned.

**Principle of Positive and Constructive in nature:** Supervision is positive and not fault finding with the teacher. It encourages constructive and critical thinking among teachers and discourages flattering and biased. Modern supervisors give good remarks, encouraging constructive criticisms and appreciable comments on good work done by teachers. They show the ways and means for improvement when they find fault with teachers.

**Principle of Quality Management:** Supervision is fundamental to educational improvement, keen study and analysis for the improvement of the total teaching learning situation. Thus, supervision is concerned with all aspects of education as it stresses on total quality management of the educational system.

**Principle of Creative and Scientific in nature:** Supervision is creative hence it is to find out the best in teachers to manifest their innate talents, stimulate their initiative, encourage their originality and self-expression for the improvement of education process. Its scientific nature help to make supervisors report precise, systematic and objective thereby bringing improvement in teaching learning process.



**Figure 2: Principles of Educational Supervisions**  
**Challenges Militating Against Effective Instructional Supervision of Business Education in Tertiary Institution**

Instructional supervision has to be carried out within the institution system and every system has various forces that present themselves as challenges that may affect effective functioning of the entire system. However, there are challenges facing instructional supervision in Nigerian schools particularly the tertiary institution. These challenges present themselves in form of problems and they are discussed hereunder:

- **Poor Incentive:** Supervisors at times are dissatisfied with their job because of motivating factors that are minimal. In Nigeria context, several people who are not directly involve in a particular process or a given assignment may receive more compensation and reward more than those who actually carried out the assignment due to the high level of corruption in the country. This singular act may at times affect the way in which instructional supervision is being done in the tertiary institutions.
- **Limited Educational Resources:** The issue of scarce resources is an economic one that attempts to rationalise spending in order to avoid waste. Effective instructional supervision however would be difficult to carry out if the funds that are supposed to be available are not there. Institution administrators as well as instructional supervisors would require certain



resources to put things in order before supervision; non-availability of such resources would affect the supervision exercise.

- **Administrative Issue:** Administrative inadequacies emerge when planning fails to specify the scope of responsibilities and results that instructional supervision is expected to bring about in a school. Thus, detail planned visits should be made known to the supervisee and the agreement reached between the supervisor and supervisee on the objectives and the procedures. In other words, both instructional supervisor and institution administrators must come to term if the instructional supervision is to achieve its objectives.
- **Lack of pre-professional training for supervisors:** Technical issue: One of the major challenges facing instructional supervision in Nigerian tertiary institutions including business education is the issue of competence and technical knowledge of the instructional supervisors. Most often in Nigeria, political affiliation at times dictate who get a particular assignment without recourse to the technical competence of the person. Ashun (2022) revealed that some instructional supervisors lack knowledge and competence to carry out the exercise. That is some instructional supervisors were appointed based on their level of involvement in the government of the day and not as result of the skills they possessed.
- **Corruption among major stakeholders in the institution system:** Both the institution administrators as well as instructional supervisors are found guilty in this regard. Unholy collaboration between the supervisor and the institution administrators on account of funds meant to procure necessary materials for the institution system would not augur well for instructional supervision in tertiary institutions. When funds are misappropriated in institution, instructional supervisors are in the best position to identify this problem but if they are been duly rewarded, such problem will continue unabated which would affect the standards that should to be achieved in the institution system.
- **Political instability:** The frequent change of government usually brings about incessant change of government policies regarding instructional supervision. In Nigeria, it is a common practice that the successive administration always discontinues the policy and programmes put in place by the previous administration. This singular act usually affects the effective supervision of instruction in schools. In other words, inconsistent policies on how instruction in schools should be supervised and the categories of people to be involved would adversely affect and pose a big challenge to instructional supervision especially in tertiary institutions in Nigeria.

## **The Way Forward**

If education would be one of the tools to realise the goals of transformation agenda of the present government in Nigeria, there is need to improve upon the quality of teaching and learning in tertiary institutions through effective supervision of instruction in the following ways:

- **Adequate funding:** Government at all level must strive to make adequate fund available to education sector in order to procure the necessary materials that will aid effective supervision of instruction in tertiary institutions. This can be done by way of increasing the grant usually allocated to school on annual basis. Government can also seek public private partnership in funding education since it has become clear that government alone can no longer provide necessary funds that are required in the education sector. The United Nations resolution was that 26% of nation's budget should go to education sector. Implementing this resolution would equally boost the fund available to the education sector which will afford all agencies and parastatals in education opportunity to carry out their educational activities effectively.
- **Capacity building among major stakeholders:** In order to ensure adequate and effective supervision of instruction in tertiary institutions in Nigeria, government need to embark on capacity building of supervisors, administrators as well as lecturers to enable them perform their duties effectively. This can be done through regular training, induction programmes,

seminars and workshops to equip them with necessary skills and keep them abreast of the current trends in the school system. They can equally be given opportunities to participate in international conferences in other to acquit themselves with what operates in the school system outside the shores of Nigeria with the assistance of TETFund.

- **Selection of qualified supervisors:** One of the ways of ensuring effective supervision of instruction is to select or appoint personnel who have technical skills about education (business education inclusive). Government should not appoint education supervisors based on political affluence. Qualified personnel in the field of business education with sufficient knowledge, skills and experience in business education should be appointed as supervisors in order to exhibit all sense professionalism in carrying out their functions in the school system during accreditation.

## **Conclusion**

Business education is education for and about business which involves acquisition of relevant skills to enable the recipients function effectively in the world of work after graduation. Therefore, adequate criteria for measuring quality in business education programme in Nigerian higher institutions should be strictly adhered to. Strategies for stimulating qualities of teaching and learning to enhance quality in business education should be properly carried out such as quality infrastructures, quality facilities, quality teachers, regular accreditation of programme and adequate curriculum in order to achieve the laudable objectives of establishing of the business education programme.

## **Recommendations**

Based on the findings made in the course of this study, the following recommendations are provided:

- i. Adequate qualified teachers should be employed by the institution authorities.
- ii. Business Education curriculum should be widened by curriculum planners to accommodate areas in marketing, accounting, office technology and management.
- iii. Quality supervision of programme should be regularly carried out by the institution authorities within and outside.
- iv. Adequate teaching facilities and infrastructure should be provided by the institution authorities for efficient and effective teaching and learning to take place.
- v. Government should also be ready to allocate substantial amount of money to education from the annual budget. This would greatly improve quality and standard of education in the country.
- vi. Parents as well as community should be properly involved in the supervision of instruction in the school system. This would form a synergy in the system to achieve greater effectiveness.

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