

Innovations

Business Education Lecturers Demographics as Predictor of Quality Assurance Variables (Professional Development and Curriculum Contents Coverage) in College of Education in North East Nigeria

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Abstract : *Correlational research was designed to gather data from a representative in the state colleges of education in North-East Nigeria. North-East Nigeria comprises six states: Bauchi State, Gombe State, Taraba State, Adamawa State, Yobe State and Borno State. The population for this study is 1,357 comprising 149 Business Education lecturers and 1208 NCE III Business Education students. The Sample size was 308 respondents consisting of 49 lecturers and 259 students from the seven colleges of education studied. The instrument for data collection was a structured questionnaire developed by the researcher and titled: Assessment of Internal Quality Assurance Practices in Business Education program Questionnaire (EIQAPBEPQ). The reliability of the questionnaire was determined by trial testing on 20 business education lecturers, and 20 NCE III business education students at College of Education Gindiri in North-Central Nigeria. The data collected were analyzed using Pearson correlation and regression analysis null hypotheses at 0.05 level of significance. The findings show Rank of Lecturers has a positive correlation and predictors of quality of Professional Development Practice lecturers, Rank of Lectures and years of Experiences have a positive correlation as predictors of quality assurance in Curriculum contents Covered. Week correlation of lecturers Gender in quality of Professional Development Practice and curriculum constants coverage not a predictor of quality issuance in business education Recommendations To improve lecturers Gender should not be a criterion for promotions or employment Seminar and workshop on quality assurance in respect to Gender and curriculum constants coverage and College of education administration should strictly monitor lecturers in terms of quality assurance in curriculum constants*

coverage in colleges of education

Keywords: *Business Education; Quality Assurance Professional Development and Curriculum Contents Coverage*

Introduction

College of Education is one of the post-secondary education institutions in Nigeria, specifically College of Education was established to train teachers for the primary and junior secondary schools in the country. Wang, (2022) affirmed that colleges of Education in Nigeria are major players in the development and training of professional teachers. They equip their students with the skills required to teach effectively at the different levels and areas of the basic education program. The Federal Government of Nigeria FGN (2014), states that the goal of Colleges of Education is to produce highly motivated, conscientious, and efficient classroom teachers for all levels of the educational system; provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to changing situations; help teachers fit into the social life of the community and the society at large and enhance their commitment to national goals. (Zhang, 2022)

One of the program offered by Colleges of Education is Business Education. Business education is an educational program course with the primary aim of providing citizens with the required skills to secure gainful employment in teaching and other areas of the world and of work for further education. IE Yarhere et al., (2023 defined Business Education as an aspect of a total educational program which provides the recipients with knowledge, skills, understanding, and attitudes needed to perform well in the business world as a producer, entrepreneur, or consumer of goods and services. UcheCalista Vita-Agundu et al., (2022) defined Business education as a program designed to prepare individuals for gainful employment as semi-skilled workers in occupations that are not generally considered professional by society. Business education refers to a program of instruction that offers various skills in Accounting, Marketing, and Office Technology and Management (MarharytaShkabarina et al., 2020). The objectives of the Business education program at the tertiary level are to train teachers who can occupy teaching and leadership positions in secondary schools, colleges of education, and universities

Business education is a form of vocational education that is directed towards developing the learner to become productive in teaching, paid employment, and self-employment. To the author, business education is a dynamic field of study geared towards preparing the youth and adults for and about business (Antonio et al., 2022). Education for business has to do with preparation for a business career when instruction is designed to prepare youths and adults for actual practice in the

world of business; while education about business involves preparation of youths and adults for intelligent and effective consumption of economic goods and services offered to society in our free enterprise economy. In this study, business education is defined as a program, or the subfield of vocational and technical education that prepares the recipient for gainful employment (whether paid or self-employed) through the acquisition of skills, values, competence, and knowledge needed to operate in a business world (Zhao et al., 2022).

Business education program are grouped into three areas of specialization Accounting Education, Marketing education, and Office Technology and Management Education. Accounting Education includes the recording of financial transactions and communicating the results thereof to interested users for decision-making (Sikorski et al., 2020). It is a service activity, the function of which is identifying, measuring, recording, and communicating quantitative information, primarily financial, about economic entities. Marketing education, according to J Randall Patrinely et al., (2020) encompasses the planning, pricing, promoting selling, and distributing of goods, services, or ideas to create exchanges that satisfy customers. Business Education students require marketing skills to enable them to identify potential customers and persuade them to buy their products or services, The Office Technology and Management Education program was designed to equip students with modern skills in office technology and management and socio-psychological work skills for employment in various fields of endeavor According to Yu & Liu, (2022) Office Technology and Management education is a comprehensive term referring to aspects of general educational process involving, the study of technologies and allied sciences, and the acquisition of practical skills, attitudes, understanding, and knowledge relating to occupations in various sectors of economic and social life. The general objectives of the Business Education program options (accounting education, marketing education, and office technology and management education) in Colleges of Education are to prepare students to teach business subjects such as Business Studies, financial accounting, marketing, and office practice among others at the junior and secondary schools (Capparelli, 2022). However, the capacity of business education programs to provide high-quality and relevant training to students depends largely on the quality assurance practices adopted in the training institutions (Yu Min Wang & Chei Chang Chiou, 2020). The quality assurance practices comprise internal and external quality assurance practices,

Internal quality assurance processes normally involve the following phases defining institutional mission and strategic goals, setting up processes to ensure that quality is reached and monitoring progress in this regard, and finally responding when all is not well, and being able and willing to improve (Leidl, 2018). Internal quality assurance includes all the institutional policies and mechanisms put in place

to make sure that an educational program meets its purpose and standards and that External quality assurance refers to the actions of external bodies, which may include quality assurance agencies or other bodies external to the institution, which assesses its operation or that of its program to determine whether it is meeting agreed upon standards (Stalmeijer et al., 2022). These external bodies can be government, quasi-governmental, or professional associations. External quality assurance is responsible for evaluating: the processes at the classroom level, relating to the quality of learning and teaching: processes at the school level, the institution as a learning, social, and professional place: school environment: relations between the school and parents, as well as links between the school and local community (Thi et al., 2023). Therefore, student outcomes, are measured in terms of academic achievement, personal and social development, and graduate career paths National Commission for Colleges of Education (NCCE, 2017).

Quality is assured through the various inputs of departments and schools, to ensure that candidates meet the minimum requirements of admission, and the proposals for the establishment of the program also follow strict internal guidelines, for the department, and are scrutinized by the school and management board. (J. Thariat & Loiseau, 2023). Colleges of education carry out both periodic reviews of their program and regular monitoring as stipulated by the NCCE to achieve quality in both the human and material resources. In this study, internal quality assurance includes all the processes of assessment, maintenance, and promotion of quality within the colleges of Education. It also involves monitoring, training, and assessment activities, of the quality of evidence learners produce and to ensure that the staff working with a learner in the college of education are qualified and competent (Gardner et al., 2023). It is the process by which the quality of an individual's work or performance is judged.

The National Commission for Colleges of Education (NCCE) was established by an act in 1989 as the third leg for the provision of excellence in the supervision of tertiary Education in Nigeria. Its mandate includes the stipulation of minimum standards for all programs of teacher education and accrediting their certificates and other academic awards. Since its inception NCCE. To ensure that all products of colleges of education including business education graduates get the right skills and competencies needed for gainful employment. To produce highly qualified business education graduates in colleges of education in Nigeria and North-East Nigeria in particular, the availability adequacy effectiveness of infrastructural facilities, staff professional development practices, curriculum content covered, academic' record keeping practices among others must be assured as the quality assurance elements. Some of the problems discovered by Kohn et al., (2022) are the lack of qualified business education teachers which has made it increasingly difficult to achieve educational goals in Nigeria, and insufficient infrastructural facilities.

Professional development is a necessity and must be of high quality and relevant to the staff's needs to be effective and successful. According to Birthe Marie Rasmussen et al., (2023) professional development is the continuous process of acquiring new knowledge and skills that relate to one's profession, job responsibilities, or work environment. Furthermore, professional development plays a key role in maintaining trained, informed, and motivated employees regardless of job classification (Mokitimi et al., 2022). Guan et al., (2021) view lecturers' professional development as the process whereby a teacher's professionalism and or profession may be enhanced. Professional development is an emphasis laid on training and re-training of professionals to acquaint them with development in the teaching and learning process. The capacity of a business education program to provide high-quality and relevant training depends largely on the quality of its teachers and trainers, the quality of the curriculum, its implementation, and its content coverage.

The curriculum is all the planned and unplanned learning experiences learners are exposed to during an educational program. Tung & Randheer Shailam, (2023) defines curriculum as a structured series of intended learning experiences that embrace purpose experiences provided and directed by educational institutions to achieve a predetermined objective. Similarly, Fuller et al., (2020) stated that the curriculum is the offering of socially valued knowledge, skills, and attitudes that is made available to students and is implemented through a variety of arrangements in primary and secondary schools, colleges, or universities. Teachers employ varied methods or techniques to cover curriculum content. In the view of Weinstein et al., (2023), curriculum content coverage involves translating the curriculum into classroom activities and changing people's attitudes to accept and participate in these activities. Curriculum content coverage in this study includes all the techniques and processes understated by teachers to implement the curriculum fully. The extent and the effectiveness to which the curriculum content will be covered depends on the competence of the lecturers as well as the availability and inadequacy of facilities to which students are exposed in the classroom.

Effective implementation or content coverage of the business education curriculum to Maximiliane Amelie Schlenz et al., (2023), depends on the quality of the lecturers and their ability to effectively manipulate, operate, and use the equipment that is available for teaching the students. This is because lecturers are the most important resource available to students, and their level of preparedness in technical competencies, pedagogy, and students' administration and maintenance of records is an indispensable requirement for any meaningful teaching and learning process which will lead to efficiency and effectiveness. Lecturers are key factors in the process of educational change and students' development because He /She implement the curriculum by defining and interpreting its contents. The

lecturer's function is fundamental in sustaining and improving the quality of teaching and learning in educational institutions including colleges of education. According to Ni et al., (2022) lecturers in colleges of education are persons of high standing in the profession and typically in a range of courses. Lecturers in colleges of education may have significant administrative responsibilities, and carry out many activities to maintain and develop their scholarly, research, and or professional tasks relevant to the profession or discipline. According to the NCCE minimum standard (2021), the minimum qualification for lecturers in colleges of education is a master's degree. Nevertheless, a first degree not below 2nd class can be employed in training positions. The importance for the lecturers in educational institutions including colleges of education is to have full knowledge of the subject matter in addition to possessing the necessary pedagogical qualifications and experiences to be transmitted to students (Enyama et al., 2021).

Students as the object of the classroom are the teaching form, and theory and appreciation ability are the most basic education. Aesthetic quality hardly develops in an all-around and gradually replaces other disciplines talent can achieve a comprehensive transformation and promotion from inside to outside to acquire knowledge and skills to enable him to function well in his immediate environment and society. (R. Seiler-Ramadas et al., 2020) The authors further stated that, Colleges of Education in Nigeria are established to give the students sound and qualitative education, to be able to function effectively in any environment in which they may find themselves to become more productive, self-fulfilling, and attain self-actualization. Oga&Okpaga (2019), stated that Colleges of Education in North-East Nigeria are finding it increasingly difficult to achieve their goals in business education. For instance Boko haram insurgencies, kidnapping and bandits have devastated the education system in the area by destroying the available insufficient infrastructure, learning and teaching materials, leading to overcrowded classrooms among others as some of the reasons that hinders business education graduates to be stable in their places of learning so as to cover their school calendar or syllabus and to complete with a needful skills and competence require of them (Chambers, 2021) Therefore, in view of the objectives of quality assurance on improving the input, process and output of education system, prompted the researchers to assess the internal quality assurance of Business Education Lecturers Demographics as Predictor of Quality Assurance Variables (Professional Development and Curriculum Contents Coverage) in College of Education in North East Nigeria

Statement of the Problem

Colleges of education were established in Nigeria to achieve quality teacher education for the implementation of the basic education program. Quality assurance mechanisms were therefore, put in place in colleges of education to ensure that the

graduates of the institutions will acquire the necessary knowledge and skills required for both paid and self-employment, despite the quality assurance mechanisms put in place by the Federal governments for the realization of the objectives of business education at the NCE level, the graduates from state colleges of education in North-East Nigeria have been found to be performing below the expectations of the stakeholders, (Förster et al., 2021) According to Sagara et al., (2024), the insufficient and inappropriate teaching facilities and equipment has been observed by researchers to be a major obstacle to the provision of effective training in the Colleges of Education. To the authors, physical and material resources used in teaching business education students for the production of skilled graduates for the labor market are insufficient and that, many Colleges of Education are facing the problem of insufficient infrastructural facilities for drilling its graduates. According to Chiebuike (2013). the present state of infrastructural facilities including; laboratories, lecture halls machines, workshop, equipment's, and electricity supply in states colleges of education in North-East Nigeria, are not sufficient. This makes lecturers and students have little or no access to the necessary school facilities needed for quality education in the state colleges of education in North-East Nigeria. It has also been observed by researchers that some of the lecturers of business educations in colleges of education are not business educators and that also may lead to production of graduates that are unproductive in the labour market as well as places of work or self-employment, (Aquah 2014). According to Odukoya, et al (2015), there are factors that limit effective curriculum content coverage in colleges of education which include inadequate planning, syllabus overloading or unrealistic goals, insufficient lecturers and lack of adequate resources lack of infrastructural facilities, lack of in-service training for effective lecturers professional development, lack of constant evaluation of lecturers, Lack of competent lecturers, Lack of regular school evaluation, lack of commitment from both government and lecturers, lack of adequate monitoring and assessment in the education system, the never-ending industrial disaster and inarticulate policies impedes the effectiveness of education in colleges of education in North-East Nigeria to produce competent graduates. The authors further stated that, it has also been observed that, in our contemporary society, our young learners seem to lack interest as a result of the new wave of picking-money-quick even with limited education. Hence absconding from lessons within the first few days of resumption of classes especially at the beginning of each semester, learners' failure to bring along to school necessary study materials such as text books, exercise books and other related materials which may lead to uncovered pre-arranged curriculum before examinations, this situation also leads to poor performance be it at the primary, secondary, or tertiary institutions level which may also encourage examination malpractice in the desperate effort to make up fraudulently the deficiencies of the learners and poor quality of graduates.

The poor quality of graduates from business education in North-East has also become a source of concern for the society and a major discourse among educational researchers. Although there are established guidelines set up by the NCCE within the Colleges of Education to ensure quality practices in all school life, the quality of teacher education in North-East is on a decline. Chinwe and Mahmud (2013) assert that it could be that the key element of quality assurance may not be effectively available and implemented. Although the institutions has been passing through accreditation exercise by the NCCE, it maybe because some of institutions make sharp practices of borrowing staff and facilities as well as window dressing during the accreditation to enable them scale through the accreditation program conducted by the NCCE. Therefore, the problem of this study is to assess the internal quality of Business Education Lecturers Demographics as Predictor of Quality Assurance Variables (Professional Development and Curriculum Contents Coverage) in College of Education in North East Nigeria

Purpose of the Study

The general purpose of the Study is to determine Business Education Lecturers Demographics as Predictor of Quality Assurance Variables (Professional Development and Curriculum Contents Coverage) in College of Education in North East Nigeria. Specifically to:

1. Quality Assurance of lecturers Professional development practices carried out in business education program in Colleges of education in North-East Nigeria,
2. Quality Assurance in Curriculum contents covered in business education program in Colleges of education in North East-Nigeria.

Research Questions

The following research questions will guide the study:

1. What are quality assurance of lecturers Professional development practices carried out in business education program in Colleges of education in North-East Nigeria,
2. What are quality assurance in Curriculum contents covered in business education program in Colleges of education in North East-Nigeria.

Hypotheses

The following hypotheses were formulated for the study and tested at a 0.05 level of significance:

1. There is no significant correlates in the mean responses of lecturers Gender, years experience and Rank of Lecturers in Colleges of Education on Professional development practices in business education program

2. There is no significant correlates in the mean responses of lecturers Gender, years experience and Rank of Lecturers in Colleges of Education on curriculum contents covered in business education program

Methodology

Correlational research design to gather data from a representative in the state colleges of education in the North-East Nigeria. North-East Nigeria comprises six states: Bauchi State, Gombe State, Taraba State, Adamawa State, Yobe State and Borno State. The population for this study is 1,357 comprising 149 Business Education lecturers and 1208 NCE III Business Education students. The Sampled size was 308 respondents consisting of 49 lecturers and 259 students from the seven colleges of education studied. The instrument for data collection was structured questionnaire developed by the researcher and titled: Assessment of Internal Quality Assurance Practices in Business Education program Questionnaire (EIQAPBEPQ). The reliability of the questionnaire was determined by trial testing on 20 business education lecturers, 20 NCE III business education students in College of Education Gindiri in North-Central Nigeria. The data collected was analyzed using Pearson correlation and regression analysis null hypotheses at 0.05 level of significance.

Results

Research Questions 1: What are quality assurance of lecturer’s Professional development practices carried out in business education program in Colleges of education in North-East Nigeria?

Table 1: Mean and Standard Deviation of Responses of quality assurance of lecturers Professional development practices carried out in business education program in Colleges of education in North-East Nigeria

S/N	Item statements	X	SD	RMK
1	Staff of the business education department are allowed to go to conferences and seminars to develop their skills	2.39	1.07	D
2	TETFUND always sponsors staff in business education to acquire additional Rank of Lecturers	3.39	0.83	A
3	staff of business education enjoy regular international workshops for the development and improvement of their skills	3.14	0.84	A
	Business education department do organize orientation program for newly recruited staff to get	3.10	0.78	A

	acquitted with the department			
4	staff of business education enjoy regular internal workshops for development and improvement of their skills	3.00	0.86	A
5	members of business education enjoy regular internal workshops for the development and improvement of their skills	3.04	0.86	A
6	Staff in business education receive induction in computer training	2.98	0.92	A
7	Staff of business education have access to library and internet facilities in the department for their professional development	2.93	1.03	A
8	Most staff of business education who went for further studies do not enjoy scholarship	2.39	1.07	A

Table 1: shows mean ranges from 2.39 to 3.39 that items are above 2.50 meaning the items are agree. By the respondents of the quality assurance of lecturers Professional development practices carried out in business education program in Colleges of education in North-East Nigeria. While standard deviation ranges from 0.84 to 1.07 meaning there is close relationship in the responses.

Table 2: Summary of 1. There is no significant correlates in the mean responses of lecturers Gender, years' experience and Rank of Lecturers on Professional development practices in business education program in Colleges of Education

Correlations					
		Professiona l Developme nt Practices	Gender	Rank of Lecturers	Years of Experie nce
Professional Development Practices	Pearson Correlation	1	-.133*	-.072	.028
	Sig. (2-tailed)		.020	.207	.623
	N	309	308	308	308
Gender	Pearson Correlation	-.133*	1	-.014	.073
	Sig. (2-tailed)	.020		.801	.200
	N	308	308	308	308

Rank of Lecturers	Pearson Correlation	-.072	-.014	1	.451**
	Sig. (2-tailed)	.207	.801		.000
	N	308	308	308	308
Years of Experience	Pearson Correlation	.028	.073	.451**	1
	Sig. (2-tailed)	.623	.200	.000	
	N	308	308	308	308

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

Table 2: the result achieved by using the Pearson correlation between Shows The analysis for question about relationship between the variables “Gender, Rank of Lectures, Years of Experiences” and “Professional Development Practices” the statistic value for (Gender, Rank of Lectures, Years of Experiences) shows Gender ($r = -.133^*$) and Rank of Lecturers ($r = -.072$) that shows perfect negative correlation with professional development practice’s while Years of Experience ($r = .028$) that shows perfect positive correlation with Professional Development Practices the relationship was statistically significant at the .005 level. That means that Experience lecturers are significantly better in professional practices comparable, to Gender and ranks of Business Education lecturers in Colleges of Education in North east Nigeria

Regression

Table 3: Model Summary of Gender, Rank of Lecturers, Years of Experience Interaction as predictors of Professional Development Practices

Model Summary				
Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.172 ^a	.030	.020	3.73613
a. Predictors: (Constant), Experience, Gender, Rank of Lecturers				

The Model Summary table 3: This table provides the R and R2 values. The R value of 0.17 is obtained, which represents the simple correlation and, therefore, indicates a high degree of correlation (17%). The R2 value indicates how much of the dependent variable, professional Development Practices can be explained by the independent variable, lecturers Rank, Gender and Years of

Experiences . In this case, 29% or 0.29 of the variation in professional Development Practices can be explained, which is very large. The coefficient of non-determination is thus 0.17 (1 –3.56). This indicates that only about 17% of the variation in the Dependent variable (Professional Development Practices) cannot be explained by the values of lecturers Rank, Gender and Years of Experiences. Therefore, lecturers Rank, Gender and Years of Experiences are not predictors of professional Development Practices

Table 4: Summary of Significance of Effect of Experience, Gender, Rank of lecturers Interaction Effect with Professional Development Practices

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	117.163	3	39.054	3.079	.028 ^b
	Residual	3856.369	304	12.685		
	Total	3973.532	307			

- a. Dependent Variable: Professional Development Practices
- b. Predictors: (Constant), Experience, Gender, Rank

Table 4. Indicates that the regression model predicts the outcome variable significantly well. This is shown on the “Regression” row by going to the significant column. The value of 0.03 indicates the statistical significance of the regression model that was applied. Here, $P < 0.03^b$ which is less than 0.05 and indicates that, overall, the model applied is significantly not good enough for predicting the outcome variable. In the behavioral sciences, the acceptable level of significance is 0.05 and any p value that is not greater than 0.05 indicates that the model is significant in predicting the outcome. Therefore, Experience, Gender, Rank does not predict Professional Development Practices in business education in colleges of Education in North east Nigeria

Table 5: Summary of Coefficients for Test of Significance of Effect of Experience, Gender, Rank of lecturers Interaction Effect with Professional Development Practices

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	25.377	.800		31.709	.000
	Rank	-.344	.220	-.099	-1.559	.120
	Gender	-1.085	.411	-.150	-2.637	.009
	Experience	.502	.378	.085	1.330	.184

a. Dependent Variable: Professional Development Practices

The table 5: of Coefficients shown above provides information on each predictor variable i.e. Information necessary to predict Professional Development Practices from lecturers Rank, Gender and Experience. It is shown that both the constant and lecturers Rank, Gender and Years of Experiences contribute significantly to the model as 0.00 shown in the significant column. From the B column under the Unstandardized Coefficients column, the following regression equation can be presented as: Professional Development Practices = 25.377+.344 (lecturers Rank, Gender, and Years of Experience)

3. **Research Questions 2:** What is quality assurance in Curriculum contents covered in business education program in Colleges of education in North East-Nigeria?

Table 6: Mean and Standard Deviation of quality assurance in Curriculum contents covered in business education programs in Colleges of education in North East-Nigeria

S/N	Item statements	X	SD	RMK
1	Lecturers participate in supervise students on Teaching Practice and SIWES	2.88	1.04	A
2	Entrepreneurship in business education II is a general course for all students in NCE. The content is adequately covered in your colleges	3.50	0.75	A
3	Are Lecturers monitor in the regular teaching of their courses	3.33	0.78	A
4	The library has enough books to covers all the arrears of the course to the ratio of one student to ten books in business education department	3.05	0.89	A

5	There is a regular monitoring of business education program of colleges of education to ensure coverage of curriculum content by NCCE accreditation board	2.87	0.94	A
6	Every one hour of theory lecture is followed up with two hours of practical	2.89	0.95	A
7	There are provisions of modern equipment and facilities for enhancing educational researcher business education program in colleges education	2.83	1.10	A

Table 6: shows mean rages from 2.88 to3.33 that items are above2.50 meaning the items are agree. By the respondents of the level of curriculum contents covered in business education program in Colleges of education in North-East Nigeria While standard deviation ranges from 0.75 to 1.10 meaning there is close relationship in the responses.

Table 7: Summary of Correlations Effect of Experience, Gender, and Rank of lecturers Interaction Effect with Curriculum Contents Covered

Correlations					
		Gender	Rank of Lecturers	Experie nce	Curriculum contents Covered
Gender	Pearson Correlation	1	-.014	.073	.046
	Sig. (2-tailed)		.801	.200	.418
	N	308	308	308	308
Rank of Lecturers	Pearson Correlation	-.014	1	.451**	-.145*
	Sig. (2-tailed)	.801		.000	.011
	N	308	308	308	308
Experience	Pearson Correlation	.073	.451**	1	-.057
	Sig. (2-tailed)	.200	.000		.322
	N	308	308	308	308
Curriculum contents Covered	Pearson Correlation	.046	-.145*	-.057	1
	Sig. (2-tailed)	.418	.011	.322	
	N	308	308	308	308
**. Correlation is significant at the 0.01 level (2-tailed).					
*. Correlation is significant at the 0.05 level (2-tailed).					

Table 7: the result achieved by using the Pearson correlation between Shows The analysis for question about relationship between the variables “Gender, Rank of Lectures, Years of Experiences” and “Curriculum contents Covered” the statistic value for (Gender, Rank of Lectures, Years of Experiences) shows Gender ($r = -.014$) perfect negative correlation with Curriculum contents Covered and Rank of Lecturers ($r = .073$) that shows perfect positive correlation with Curriculum contents Covered while Years of Experience ($r = .046$) that shows perfect positive correlation with Curriculum contents Covered the relationship was statistically significant at the .005 level. That means that Rank of Lectures, Years of Experiences are significantly better in Curriculum contents Covered comparable, to Gender of Business Education lecturers in Colleges of Education in North east Nigeria

Regression

Table 8: Model Summary of Years of Experience, Gender, and Rank of lecturers Interaction as predictors of Curriculum Contents Covered

Model Summary				
Model		R	Adjusted R	Std. Error of the Estimate
1	R	Square	Square	
1	.090 ^a	.008	-.002	2.99494

a. Predictors: (Constant), Years of Experience, Gender, Rank

The Model Summary table 8 this table provides the R and R² values. The R value of 0.09 is obtained, which represents the simple correlation and, therefore, indicates a high degree of correlation (10%). The R² value indicates how much of the dependent variable, Curriculum Contents Covered, can be explained by the independent variable, lecturers Rank, Gender and Years of Experiences . In this case, 90.0% or 0.90 of the variation in Curriculum Contents Covered can be explained, which is very large. The coefficient of non-determination is thus 0.10 (1 - 0.90). This indicates that only about 10% of the variation in the Dependent variable (Curriculum Contents Covered) cannot be explained by the values of lecturers Rank, Gender and Years of Experiences .

Table 9

Summary of Analysis of Covariance (ANCOVA) for Test of Significance of Effect of Experience, Gender, Rank of lecturers Interaction Effect with Curriculum Contents Covered

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.144	3	7.381	.823	.482 ^b
	Residual	2726.775	304	8.970		
	Total	2748.919	307			

a. Dependent Variable: Curriculum Contents Covered

b. Predictors: (Constant), Years of Experience, Gender, Rank

Table 9 indicates that the regression model predicts the outcome variable significantly well. This is shown on the "Regression" row by going to the Sig. column. The value of 0.000 indicates the statistical significance of the regression model that was applied. Here, $P < 0.48^b$ which is more than 0.05 and indicates that, overall, the model applied is not significantly good enough for predicting the outcome variable. In the behavioural sciences, the acceptable level of significance is 0.05 and any p value that is not greater than 0.05 indicates that the model is significant in predicting the outcome. Therefore, Experience, Gender, Rank does not predict curriculum Contents Covered in business education in colleges of Education in north east Nigeria

Table 10: Summary of Coefficients for Test of Significance of Effect of Experience, Gender, Rank of lecturers Interaction Effect with Curriculum Contents Covered

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19.063	.673		28.326	.000
	Rank	-.215	.185	-.074	-1.162	.246
	Gender	.036	.346	.006	.105	.917
	Experience	-.131	.317	-.026	-.412	.680

a. Dependent Variable: Curriculum Contents Covered

The table 10: of Coefficients shown above provides information on each predictor variable i.e. Information necessary to predict Curriculum Contents

Covered from lecturers Rank, Gender and Experience. It is shown that both the constant and farmers' lecturers Rank, Gender and Years of Experiences contribute significantly to the model as shown in the Sig.column. From the B column under the Unstandardized Coefficients column, the following regression equation can be presented as: Curriculum Contents Covered = 19.063 + -.215(lecturers Rank, Gender and Years of Experiences)

Findings

1. Rank of Lecturers have positive correlation with quality of Professional Development Practice in business education in north east Nigeria
2. lecturers Rank, and Experiences are predictors of quality assurance in professional Development Practices
3. Rank of Lectures, Years of Experiences have positive correlation with Curriculum contents Covered as quality assurance
4. lecturers Rank, Gender and Experiences are predictors of quality assurance in Curriculum contents Covered
5. Week correlation of lecturers Gender in quality of Professional Development Practice in business education in north east Nigeria
6. Week correlation of lecturers Gender in of curriculum constants coverage

Recommendations

1. To improve lecturers quality assurance in Professional Development Practice in business education
2. lecturers Gender should not be a criteria for promotions quality assurance for employment
3. Seminar and workshop on quality assurance in respect to Gender and curriculum constants coverage
4. College of education administration should strictly monitor lecturers in terms of quality assurance in curriculum constants coverage in colleges of education

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