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INFLUENCE OF COORDINATING TECHNIQUES USED BY HEADS OF DEPARTMENT FOR QUALITY ASSURANCE OF BUSINESS EDUCATION PROGRAMME IN COLLEGES OF EDUCATION

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Abstract
Coordination is the process of integrating the various units and sub-units in a unified operation towards achieving a common purpose in an organization. The main purpose of the study is to examine the influence of coordinating techniques used by head of departments for quality assurance of business education programme in colleges of education in Kwara State. To facilitate the conduct of the study, two specific purposes, two research questions were raised and answered while one research hypotheses were formulated and tested. The study adopted correlation research design. The population of the study comprised 1,068 made up of 52 lecturers and 1, 016 NCE Business Education students. A random sampling technique was used, and 322 respondents were sampled, made up of 52 lecturers and 270 students, with the use of a research advisor. The instruments used were adapted closed-ended questionnaires. The first questionnaire was tagged Coordinating Techniques Questionnaire (CTQ), and the second one was tagged Quality Assurance of Business Education Programme Questionnaire (QABEPQ). The reliability of the instruments was 0.78 and 0.81, respectively. The collected data were analyzed using mean and standard deviation for research question while Pearson Product Moment Coefficient were used to test the hypothesis at 0.05 level of significance. The findings revealed that there is collaboration among stakeholders as well as conflict resolution among students. The study concluded that stakeholders' collaboration determines quality of business education programme, and it was recommended among others that stakeholders' collaboration should be maintained.
Keywords: *Coordination Techniques*, Quality Assurance, *Business Education.*

Introduction

The role of education towards the development of any nation cannot be over emphasized. Education is one of the most important inputs for the well-being of any society. It is a powerful instrument of social progress without which neither an individual nor a nation can attain the growth that is necessary for development. Education whether in the form of formal, informal or non-formal mode is very important and has direct bearing with career developments on individuals. Education in its formal form is a determining factor in the realization of career aspirations. Education whether in the form of formal, informal or non-formal modes is very important and has direct bearing with career development on individuals. Education is a significant agent of socialization where individuals acquire various aptitudes, knowledge, and skills, which eventually influence their career aspiration. Elobuike in Ololube (2013) submitted that education means many things to many people and different things to different people.

Effective academic leader are now an important demand in colleges of education that can coordinating the educational programme. Coordination is the process of integrating the various units and sub-units in a unified operation towards achieving a common purpose in an organization. The process involves the linking of objectives, activities and strategies of different work units (departments or functional areas) in a systematic manner in order to allow a group of people whose capabilities complement one another to work together through collective efforts, actions and pooling of resources, which enable the organization to provide the proper quantity and quality of products within the stipulated time frame for the accomplishment of the set goals. According to Mamman (2020), coordination is the unification, integration, synchronization of all efforts of group members to provide

unity of action in the pursuit of a common goal. He further explains that, coordination of business education involves all the efforts in terms of curriculum content, course content, human material resources channelled towards achieving the objectives of business education. No collective good can be attained without proper coordination because obligation is best fulfilled with reciprocation.

The attainment of this lofty goals hinges on the effective coordination and control of teaching and learning activities by the head of department. As an instructional leader, the head of department occupies an important position and plays pivotal role in the management of both human and material resources that are used in the delivery of school curriculum to ensure high quality education for the learners. The ability of the head of department to effectively plan, implement, monitor, evaluate and review educational programmes and activities with the lecturers will in no doubt ensure sustainable improvement in the teaching-learning process and lead to the school success in the pursuit of the set goals. The need for effective coordination in university system is based on the assumption that human beings are naturally lazy, dislike work and enjoy pleasures more than work (Ayeni & Akinfolarin, 2014).

This is counter-productive to the achievement of the set educational goals. Since the lecturers are the hobs on which the education system rests upon, their roles cannot be under-estimated if quality education is to be achieved. It is therefore expedient for the head of department to set achievable standards and goals which all lecturers must strive to attain in the delivery of the school curriculum. The lecturers must be focused and well skilled in curriculum planning, utilization of instructional materials, content delivery, continuous assessment of learners, classroom management and record keeping to promote meaningful instruction and effective development of learners in the cognitive, affective and psychomotor domains of learning. In the pursuit of quality assurance and student learning outcome, it is equally imperative to put in place effective control mechanisms so that the set goals can be achieved. The head of department being an instructional leader is expected to be the driving force for effective curriculum delivery. The head of department must device appropriate measures to ensure that all the lecturers comply with the laid down rules and regulations in the performance of their instructional tasks. This is not to witch-hunt the lecturers but to make them committed, self-regulated and goal-oriented, and have high expectations for the learners.

Iravo (2017) maintains that since colleges of education is an entity which composes of different people with different generational ages and that negotiation must be identified as the best techniques for eliminating conflicts and enhances warring parties to come to a common ground in their conflicts. According to Ahmed, and Aijaz, (2021), Individual differences between negotiators and their importance in understanding people's emotions can be changed when faced with contrary situations when negotiation is used as a coordinating technique. Furthermore, Dildar and Amjad, (2017) noted that negotiations usually lead to effective decision-making during conflict resolution. In the words of Mark (2019) the stakeholders' collaboration in business education must be a persistent one in order to meet the needs of the students and provide manpower required by employers of labour for achieving high level of success. According to Allison (2021), stakeholder collaboration deals with various dialogue methods involving all stakeholders to contribute in a meaningful way to the attainment of curriculum objectives. Community gets involved by elucidating on what the locality expects to be the outcome of the curriculum. The public participate by involving all members of the society in developing specific programmes that is of advantage to the immediate community and the entire nation.

Quality assurance in education strives to foresee issues and guarantees that the system's outputs meet required standards. An institution can ensure that the standard and quality of its educational offerings are upheld and improved upon through a continual process. Quality is the systematic management and assessment technique used by tertiary institutions to monitor performance in comparison to objectives, ensure the production of high-quality outputs, and promote quality improvement. Quality assurance connotes all the measures taken to ensure that the educational system is better able to meet the needs of each society.

The federal, state, and local governments of Nigeria are all jointly responsible for the country's educational system. The creation of education policy, quality control and other aspects of the

regulation of the educational system are all key responsibilities of the Federal Ministry of Education. But it seems that the federal government is primarily focused on tertiary education, which includes colleges of education, polytechnics, universities, and other such institutions (Federal Republic of Nigeria, 2013). Specifically, by addressing the educational needs of their immediate environment, focusing on universal academics, cultures, scholarships, research, and international acceptability, as well as responding promptly and appropriately to local needs and demands, Nigerian colleges of education contribute to national development. A flexible programme that may be customized to the pressing needs of the elementary and junior secondary schools is typically requested from institutions of education. For instance, the business education Programme was originally designed to offer students the opportunity to develop desired abilities, skills, and understanding needed to take advantages of vocational opportunities available in the world of work (Akpomi & Kayii, 2020). The business education programme stated goals are to be carried out in a way that allows students to select one area of specialization.

Okiridu and Godpower (2020) asserted that Business Education help in building skills, knowledge, ethics, values and attitude that will help an individual to be able to face life challenges around them and function effectively as an entrepreneur, professional lecturers and function as operators in organizations such as: Accountants, Managers, Marketers, Secretaries. Business Education teaches students how to be disciplined, manage resources and maximize their potential, develop their skills, improve their performance and become abreast with modern technologies. Business education is seen as education that prepares youth and adult for employment by providing experience which enables them to develop competences needed in the job. In view of Mamman (2020) stipulated that the actual goals of Business Education include to: produce business education lecturers who will handle business and related courses in colleges of education; prepare people for self-employment in situations where there is no available paid employment; develop in the students' requisite skills and expertise in management of both private and public enterprise and arm them with the analytical ability needed to meet the growing challenges of present and future Nigerian and international environment; produce efficient and effective management, accounting, secretarial and marketing managers; expose the students via the available courses to the limitless horizon of the business world and prepare them for roles as qualified administrators and managers in business organization. Based on the highlighted variables, this study was carried out to examine the influence of coordinating techniques used by head of department for quality assurance of business education programme in colleges of education in Kwara State.

Statement of the Problem

The most prominent task of the head of department is to improve teaching-learning process through effective coordinating techniques that are connected to lecturers' instructional performance and more generally determine students learning outcomes in universities. It is the primary responsibility of the Head of Departments to coordinate lecturers' activities for the purpose of achieving the best in the management of instructional resource inputs, process and outputs which determine students' academic success in universities. However, there is a growing public concern about the realization of the objectives of college education due to calibre or quality of business education graduates. This has been partly attributed to lecturers' inadequacies in curriculum delivery and that some head of department give little attention to coordination of lecturers' instructional performance, which has its negative implications on students learning outcomes. Ayeni & Akinfolarin (2014) opined that most business education graduates are not employable. This may be due to non-challant attitude of lecturers as a result of lack of proper coordination by head of department.

Mamman (2020) observed that some business education departments are being headed by non-business educators that lack the technical knowledge to ensure results. Mamman (2020) further stressed that such leaders will find plenty of reasons not to make decisions that favour the growth of business education programme. Fear paralyzes their decision-making process stopping forward

movement regardless of the urgency or sensitivity to the staff and the programme. The emergence of an unqualified head will have severe detrimental effects on the department and it could lead to low staff morale in the department. At times staff could deliberately work against the unqualified head, knowing that they are not competent to lead and this could be the reason why business education is not completely achieving its objectives of producing quality graduates as noted by (Ayeni & Akinfolarin, 2014).

Also, to the best knowledge of the researcher, there is not study that combine variables such as conflict resolution, monitoring and evaluation techniques, and collaboration on quality of business education programme. This represents the gap in literature which this study intends to fill. Adeniji (2002) who reported on dwindling academic performance of students partly due to non-challant attitude of teachers in curriculum delivery and lack of effective coordination and control by the heads of department. This situation hampered the quality of curriculum delivery and learning outcome in business education programme.

Research Questions

The following research questions are raised to guide the study.

1. What is the influence coordinating techniques used by head of departments in colleges of education in Kwara State?
2. What is the quality assurance of business education programme in colleges of education in Kwara State?

Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

Ho: There is no significant relationship between coordinating techniques used by head of departments and quality assurance of business education programme in colleges of education in Kwara State.

Methodology

This study was a correlation research design. The population of the study comprised 1,068 made up of 52 lecturers and 1, 016 NCE Business Education students. A random sampling technique was used, and 322 respondents were sampled, made up of 52 lecturers and 270 students, with the use of a research advisor. The instruments used were adapted closed-ended questionnaires of strongly agree, agree, disagree, and strongly disagree. The reliability of the instruments was 0.78 and 0.81, respectively. The first questionnaire was tagged Coordinating Techniques Questionnaire (CTQ), and the second one was tagged Quality Assurance of Business Education Programme Questionnaire (QABEPQ). The questionnaires were distributed and retrieved by the researchers and two trained research assistants. The collected data were analyzed using mean and standard deviation for research question while Pearson Product Moment Coefficient were used to test the hypothesis at 0.05 level of significance. The decision rule was that the null hypothesis was accepted when the critical r value was greater than the calculated r value and was rejected when the critical r value was less than the calculated r value.

Results

Table 1: Response on influence coordinating techniques used by head of departments in colleges of education in Kwara State

S/N	Items	Mean	SD	Decision
	Negotiations Techniques			
1.	Negotiations provide a quick, inexpensive and flexible approach to conflict resolution	3.29	0.66	Agreed
2.	Negotiations help enhance communication among conflicting parties which preserves their relationships	3.16	0.68	Agreed

3.	Negotiations are usually risk-free since communication is prejudice-free and when the parties can't come to an agreement, they are free to seek other	3.17	0.70	Agreed
4.	Negotiations can help clarify and narrow down issues and encouraging an agreement on the best decision is not achieved	3.12	0.77	Agreed
5	Negotiations may lead to enhanced satisfaction and adherence to settlements when parties are made part of the decision making and the coming up with agreements	3.21	0.78	Agreed
	Stakeholders' Collaboration Techniques			
6.	I have worked with other stakeholder in developing business education programme for the colleges of education	3.22	0.72	Agreed
7.	Business Education programme is organized for students employability	3.06	0.82	Agreed
8.	Business education programme aligns with the overall goals of the nation	3.55	0.61	Agreed
9.	I was fully involved in all the processes of business education programme development	3.25	0.62	Agreed
10.	The top priorities for business education programme are availability of resources	2.78	0.87	Agreed
	Grand Total	**3.18**	**0.72**	**Agreed**

The analysis in table 1 indicates that respondents agreed on influence coordinating techniques used by head of departments in colleges of education in Kwara State based on negotiations and stakeholders' collaboration techniques enhanced satisfaction and adherence to settlements when parties are made part of the decision making and the coming up with agreements

Table 2: Response on quality assurance of business education programme in colleges of education in Kwara State

S/N	Items	Mean	SD	Decision
	Effective Monitoring			
11.	All lecturers are monitored by quality assurance personnel.	3.29	0.66	Agreed
12.	Quality assurance only monitors academic activities of lecturers.	3.16	0.68	Agreed
13.	Quality assurance monitors both lecturing and extracurricular activities of lecturers.	3.17	0.70	Agreed
14.	Lecturers operate based on quality assurance guideline	3.12	0.77	Agreed
15.	Quality assurance accredit lecturers based on their input.	3.21	0.78	Agreed
	Disciplinary Measure			
16	All lecturers are subject to quality assurance order.	3.22	0.72	Agreed
17,	Quality assurance lecturers are exempted from punishment.	3.06	0.82	Agreed

18.	All defaulting lecturers are subject to punishment	3.55	0.61	Agreed
19.	Some lecturers are above quality assurance order.	3.25	0.62	Agreed
20.	Quality assurance unit is not a respecter of any person when it comes to punishment.	3.78	0.87	Agreed
	Grand Total	**3.28**	**0.73**	**Agreed**

The analysis in table 2 indicates that; respondents agreed on effective monitoring and disciplinary measure on the quality assurance of Business Education Programme in order to achieved the goals of the programme.

Hypotheses Test

Ho: There is no significant relationship between coordinating techniques and quality assurance of business education programme in colleges of education in Kwara State.

Table 3: Relationship between coordinating techniques and quality assurance of business education programme in colleges of education in kwara state.

	Mean	SD	r-Cal	Sig 2- tailed	Decision
Coordinating Techniques	3.18	0.72			Not Significant
Quality of Business Education Programme	2..26	1.02	0.116	0.281	

P<0.05

Table 3 shows that r = 0.116 and p-value = 0.281 > 0.05. This shows no significant difference between coordinating techniques and quality assurance of business education programme in colleges of education in Kwara State. The null hypothesis is therefore not rejected.

Discussion

Research question one revealed that negotiations and stakeholders' collaboration techniques enhanced satisfaction and adherence to settlements when parties are made part of the decision making and the coming up with agreements in colleges of education. The finding agreed with Iravo (2017) maintains that since colleges of education is an entity which composes of different people with different generational ages and that negotiation must be identified as the best techniques for eliminating conflicts and enhances warring parties to come to a common ground in their conflicts. In the words of Mark (2019) the stakeholders' collaboration in business education must be a persistent one in order to meet the needs of the students and provide manpower required by employers of labour for achieving high level of success.

Research question two revealed that effective monitoring and disciplinary measure on the quality assurance of Business Education Programme in order to achieved the goals of the programme. The finding agreed with Okiridu and Godpower (2020) asserted that Business Education help in building skills, knowledge, ethics, values and attitude that will help an individual to be able to face life challenges around them and function effectively as an entrepreneur, professional lecturers and function as operators in organizations.

In the same vein, the hypothesis revealed that there is no significant difference between coordinating techniques and quality assurance of business education programme in colleges of education in Kwara State. This study agreed with Akpomi & Kayii (2020) stated that business education Programme was originally designed to offer students the opportunity to develop desired abilities, skills, and understanding needed to take advantages of vocational opportunities available in the world of work.

Conclusion

Based on the discussion of findings of the study, it revealed that negotiations and stakeholders' collaboration techniques enhanced satisfaction and adherence to settlements when parties are made part of the decision making and the coming up with agreements in colleges of education; it is evidenced that Quality assurance unit plays significant roles in Business Education Programme. It monitors the quality of the personnel involved in the programme, provides guidelines for programme, employs disciplinary measures on defaulting lecturers or resource persons in a particular programme.

Recommendations

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

1. Negotiations and Stakeholders' collaboration in the state tertiary institutions should be maintained to foster academic progress of the students.
2. More emphasis should be placed on the quality of personnel in Business Education programme and more disciplinary measures should be adopted by those in-charge of quality assurance on any individual that default

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