

QUALITY ASSURANCE MEASURES AND EXAMINATION MANAGEMENT: PERSPECTIVES FROM COLLEGES OF EDUCATION IN EDO AND DELTA STATES, NIGERIA

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Abstract

The study deals with quality assurance measures on examination administrations in Colleges of Education in Edo and Delta States. The study mainly focuses on the effectiveness of invigilation, space, time management and adequacy of facilities as quality assurance measures in business education examinations in Colleges of Education in Edo and Delta States. The study also examined the difference in mean scores of male and female lecturers on the quality assurance measures in business education examinations administration in Colleges of Education in Edo and Delta States. The descriptive survey research design was adopted in the study. The population of the study was made up of the 81 business education lecturers in five Colleges of Education in Edo and Delta States. The entire population of the study was sampled. Data were collected with the use of a questionnaire and analyzed with a mean score (\bar{x}), standard deviation (SD) and t-test. The analysis of the study revealed that invigilation of business education examinations, adequate provision of space, time management and adequate

supply of facilities for examination administration influenced quality assurance measures in business education examinations administration in Colleges of Education. It also revealed that there is no significant difference in the measures of male and female lecturers on quality assurance measures in business education examinations administration in Colleges of Education under study. Based on the findings, the researcher recommended that: Government should take the issue of business education programme seriously to enhance quality assured business education graduates. An adequate supply of training facilities should be provided by the government based on NCCE specifications to enhance quality training and competent NCE graduates. Examination disciplinary units of every institution should be up and down in discharging their duties to enhance quality examination administrations. Adequate time management should be encouraged and practised during examination administrations in tertiary institutions. Competent and focused lecturers should be involved in invigilation and supervision of examination in

a tertiary institution. The use of modern technological facilities such as CCTV cameras and other computer operated devices should be installed in an examination hall, as it will help to know candidates involved in examination malpractices, which are not seen by invigilators during supervision.

Introduction

The concept of education at any level is geared towards an instructional system that deals with teaching, learning and evaluation in a defined environment. National Policy on Education (2004) defined higher education as post-secondary education that is offered in universities, polytechnics and colleges of technology. It also includes the courses offered by the colleges of education; the advance teacher training colleges, correspondence colleges and such institutions as may be allied to them. In other words, it is education that is offered at the tertiary level of the education pyramid. The strategic position of the colleges of education in any national development policy is beyond doubt. The main goal of colleges of education is primarily to promote knowledge through research and teaching. Thus, the National Policy on Education (2008), specifically identified the goals of business education to:

- a. contribute to national development through high-level relevant manpower training
- b. develop and inculcate proper values for the survival of the individual and society.
- c. develop the intellectual capability of individuals to understand their local and external environments.
- d. acquire both physical and intellectual skills, which will enable individuals to be self-reliant and useful members of society.
- e. promote and encourage scholarship and community service
- f. promote national and international interaction. These goals are some of the integral parts of business education

In attaining these goals there is the need for quality assurance. Quality assurance refers to the systematic monitoring and evaluation of the various aspects of the programme to maximize the possibility of achieving programme goals. The quality of these goals is measured through tests and examinations. Tests are commonly used in association with cognitive goals to review students achievement concerning a common body of knowledge associated with a discipline or programme. Placing value to measurement is through evaluation of learner which could be formative or summative at the NCE level (Omoroguiwa, 2006).

The formative evaluation takes place during the programme or when teaching and learning activities are in progress. Similarly, the summative evaluation refers to the assessment of the learning outcome of students at the end of a specified period of training or the end of a programme. These forms of evaluation, ascertain how far the objectives of the unit, course or programme have been achieved through examinations. Examinations are a very significant aspect of teaching and learning. Without examinations, the lecturer will not be able to identify the extent to which instructional objectives have been achieved qualitatively. This quality assurance is measured through examinations of the input, output, process and content elements of teaching and learning (Onyesom, 2013). The input element includes teachers, equipment, funds, infrastructures and supervisors. The output elements are the school products, student's achievements, skills, attitude and general behaviour. The processing element includes the system, pedagogy, teaching/learning interactions among others while the content is the overall curriculum. The systematic and consistent interaction of these elements established the measures of an institutions reputation, image and credibility.

For examinations to be valid, reliable and useable as a potent instrument for judgment of knowledge, every student must be devoid of all forms of malpractices. This is to ensure

that whatever grades or certificate a learner is given is a true reflection of the attributes possessed by such a student. To this end, Colleges have various supervisory and monitoring bodies that ensure that regulations, as stipulated in student's handbook that guides the conduct and practice of examinations, are enforced.

Colleges of Education programmes despite these numerous stipulations in the handbook and efforts of monitoring bodies are faced with various cases of examination malpractices. Such cases are visible in overcrowded classrooms with a large number of students seating on few pews provided, some on the bare floor and others by window frames during examinations to mention, but a few. This practice makes examination invigilation very difficult, clumsy and unpredictable. Similarly, halls provided are often inadequate in space or dilapidated which bring about ineffective time management during business education examinations. Most Colleges also resort to improvising visuals, audiovisuals, typewriters, computer systems and related equipment as an alternative to practical to accommodate the students' population who are made to pair or share such gadgets during examinations. These challenges negate best standard practices and encourage large scale examination malpractices amongst students in the Colleges of Education. Moreso, it relegates the principles and compromises quality assurance for the teeming NCE graduates that are thrown into the Nigeria labour market annually. Therefore, it is the intent of this discourse to do a review of the various quality practices in the programmes and procedures against global practices in examination assessment and recommend for Colleges of Education.

The Problem

In recent times, there seems to be a precipitous fall in the standard and quality of NCE graduates in Nigeria due to examination mal-administration, high rate of student explosion, overstretched facility, space, time and invigilation among others. The issue of

over overcrowding is a common feature in the Colleges of Education due to the quest for higher education by most parents who place high premium to business-related disciplines. The alarming student/lecturers space ratio and effectiveness of invigilation during the conduct of examination is another obvious challenge. If quality assurance during examination in terms of classroom spaces provided, invigilation, time management, limited/dearth facilities, visuals and audio-visual equipment cannot be effectively applied for business students during examinations then malpractice is encouraged. Students naturally take advantage of these situations to cheat during examination individually and collectively in ways and manners that portend a serious quality assurance issue.

Of course, the moment these quality measures are lost, the relevance and examination administration loses validity. Although various experts have identified some quality assurance measures in business education examinations administration, the decay is still there. What could be responsible for these challenges?

Research Questions

1. To what extent does time management influence quality assurance measures in business education examinations administration in Colleges of Education in Edo and Delta States?
2. To what extent do adequacy of facilities influence quality assurance measures in business education programme in Colleges of Education in Edo and Delta states

Hypothesis

The following null hypothesis was tested at 0.05 level of significance:

There is no significant difference between the mean scores of male and female lecturers on the quality assurance measures in business education examinations administration in

Colleges of Education in Edo and Delta States

Review of Literature

Conceptual Framework

Concepts of Quality and Quality Assurance

Quality is a term that reflects the primary commitment of any organization, mostly educational organization. It embraces all functions and activities, such as, quality of teaching, training and research; quality of learning (quality of students); or quality of governance and management, to mention just a few (Craft, 1994). Quality is the ability or degree with which a product, service, or phenomenon conforms to an established standard and which makes it to be relatively superior to others. An institution is said to be of quality if it achieves its mission and meets the expectations of its stakeholders. This involves a judgment both on the pertinence of the mission and on whether it is fulfilled or not. It stresses the quality of the educative produce as measured by the acquired knowledge of the graduates, their ease in finding work, or their social performance. There is less interest in the process (teaching) than in the results (learning). If quality is the meeting of requirements than quality can only be measured if these requirements are known and defined. By defining requirements, the standards to be achieved are set (New Zealand Qualifications Authority, 1992). Concerning education, quality implies the ability or degree with which an educational system conforms to the established standard and appropriateness of the inputs available for the delivery of the system (Vaziri, 2001; Uvaxh, 2005 and Kasirimi, 2005). Quality in education therefore means the relevance and appropriateness of the education programme to the needs of the community for which it is provided.

Quality Assurance (QA) is a term that is used by all works of life; it means different things to different groups and people. It is the process whereby consistency is met. Centrex (2004) defined quality assurance as to how an

organization confirms that conditions are in place for students to achieve the standards set by the training organization. Fabiano (2012) defined that, Quality assurance (QA) relates to coordinated activities that manufacturing or service industry implements to control, through monitoring and evaluation, the quality of planned outputs or desired results. QA, therefore, aims at ensuring that the quality of products, outputs, or services is not achieved by chance but rather by choice. Ajayi and Akindutire (2007) opined that QA is about consistency meeting product specification or getting things right. Quality assurance in the school system implied the ability of the instructions to meet the expectations of the users of manpower about quality of skills acquired.

Adeogun and Osifila (2010) supported the above definition of QA as:

“A management function which deals with setting policies and running an administrative system of management controls that cover planning, implementation and review of data collection activities and the use of data in decision making. It is a process-driven approach with specific steps to help defined and attain goals”.

Summing up all the definitions stated above, QA in education can be described as a regulatory programme to guarantee, maintain and continuously improve the quality of academic performance based on specific guidelines and constant assessment of the whole system. Such a pro-active plan usually covers series of activities-quality planning, quality control, quality audit, quality management, quality enhancement, quality assessment, total quality management and quality culture (Frazer, 1992; Mochal, 2005 and UNESCO, 2007). The parameters are expressed in Quality planning, quality control, quality audit, quality management, quality enhancement, quality assessment, total quality management and quality culture.

Quality Assurance's and Accreditation

Quality assurance is a prerequisite for accreditation. Higher education institutions are constantly evolving and changing, accreditation is based on an evaluation done at a specific point in time, normally concerning a specific area of the institutions (a course or faculty and facility). This normally leads to the awarding of certificate or recognition that the institution or apart, therefore, meets certain standards. When accrediting, quality assurance should be the guarantee that the standard measurement in the accreditation process can be upheld in the long term. Thus accreditation cannot be said to be complete unless the three steps outlined in the Quality Assurance and Accreditation policy are enacted and the process is seen as ongoing. The importance of accreditation for students can be stated in three points: (i) Accreditation provide students with programs, which are clearly defined and appropriate.

(ii) Accreditation provides added assurance that the program in which students are enrolled or are considering enrolling is capable of achieving what it sets out to do.

(iii). Accreditation facilitates the mobility of students because it provides the higher education institutions with independent approval of the various programs at other institutions where a student can come from. This can lead to the development of pre-recognition of degrees. Accreditation must facilitate the recognition of degrees and programmes in other countries and thus facilitate the mobility of graduates.

Nature and Purpose of Quality Assurance in Colleges of Education

Quality assurance procedures at the NCE level as earlier established can serve two major purposes: improvement and accountability. There is an uneasy balance between both purposes, which frequently raises the question of incompatibility (Vroeyenstyn, 2005). Accountability as a summative approach: "A central aspect of accountability in any form is that of

'rendering and account' of what one is doing about goals that have been set or legitimate expectations that others may have one's products, services or processes in terms that can be understood by those who have a need or right to understand "the account". For the reason, accountable is usually, if not always, linked to public information and judgments about the fitness, the soundness or level of satisfaction achieved (Middlehurst and Woodhouse, 2005). Quality procedures for accountability purposes are based on criteria set down by external authorities and institutions. They aim at strengthening external insight and control, with the possibility of under-taking external corrective action, if necessary. Quality assurance for accountability implies the use of a summative approach. Where this approach predominates, reports include explicit statements of outcome and are published (Billing, 2004).

Quality assurance for improvement purposes implies a formative approach. The focus is not on control but on the improvement of quality where this approach is predominant, the reports are written for an academic audience and the emphasis is on the recommendation. This approach is typical in those countries where the higher education sector is subject to strong state regulations, as in Nigeria and continental Europe (Billing, 2004).

The Content of Quality Assurance and Colleges of Education Programmes in Nigeria

In Nigeria, the aim for the establishment of Colleges of Education is to meet the minimal level manpower in teacher education for the award of Nigeria Certificate in Education (NCE). Every College of Education is expected to offer courses or programmes and conduct examination to meet standard best practices. But some examinations are conducted under conditions that do not address the fundamentals of quality. Programmes. To this end, Agih (2013) advocated the use of quality assurance parameters during examinations such as time allocation/management, equipment,

invigilation adherence, adequate hall, spacing, facilities among others towards accountability in the internal measures aimed at checking examination malpractices.

The internal measure is concerned with in-built self-regulating factors while the external measures, consists of the role of the National Commission for College of Education (NCCE). According to Sahisu and Olusanya (2006), the link between the availability of facilities for examination and minimum standards is very strong. No examination can be adequate without adequate/availability of the facility. These facilities are very essential to fast track the attainment of quality of examinations administrations in the Colleges of Education. When such facilities are provided it would motivate lecturers and students more to key into best practices during the examination.

Quality Assurance and its Application in Higher Education

“An examination of a knife would reveal that its distinctive quality is to cut, and from this, we can conclude that a good knife would be a knife that cuts well”. Aristotle

The application of Quality Assurance in the sphere of Higher Education, while having the same base objectives of defining and recognizing quality, is somewhat complicated by the important socio-economic role that education plays in developing local, national and global societies. Quality is the distinguishing characteristic of guiding students and higher education institutions when receiving and providing higher education. The integration of Quality Assurance principles into higher education has become a European wide issue since the need for a clear QA and Accreditation system was laid out as one of the aims of the Bologna Process. This move towards integrating QA into higher education has benefited institutions and students by setting out to achieve a model in the international co-operation in higher education, which

improves the quality, transparency, comparability of degrees, and studies that have been involved in the process. The benefits that can be gained therefore by having a recognized quality assurance process at a course, faculty, the institutional and national level is clear for the institutions, students, academics and society at large.

Quality also in higher education is often described as the totality of features and characteristics of a service that bear on its ability to satisfy stated or implied needs. Quality in higher education, according to Article 11 of the World Declaration on Higher Education published by the United Nations (2004), is a multi-dimensional concept, which should embrace all its functions and activities: teaching and academic programmes, research and scholarship, staffing, students, buildings, faculties, equipment, services, the community and academic environment. It should take the form of internal self-evaluation and external review, conducted openly by independent specialists, if possible with international expertise, which is vital for enhancing quality. Independent national bodies should be established and comparative standards of quality, recognised at international levels should be defined. Due attention should be paid to the specific institutional, national and regional contexts to take into account diversity and avoid uniformity. Stakeholders should be an integral part of the institutional evaluation process.

Theoretical Framework

Empirical Study

Onyeson and Umoeshiet (2013) carried out an empirical study on strategies considered effective for quality assurance measures in business education programmes in Nigeria Universities. A survey design was used. They used a sample of 68 respondents in South-South Nigeria universities in the case study guided by three research questions. Four-point scale questionnaire with a reliability coefficient of 0.84 using Crombach Alpha analysis was

adopted. Mean and the standard deviation was used for data analysis at 0.05 significance level using the z-test statistic. The study found that moderation of examinations, facilities, in-service training of invigilators and proper funding among others were rated as effective strategies for quality assurance in business education.

The study recommended among others that the entire strategies put in place for assuring quality in business education should be properly monitored and regularly appraised in terms of effective control to achieve desired results. This work is related to the present study as it exposed moderation an examination parameter, level of invigilators education and facilities as variables that can affect positively the quality assurance strategies of business education programmes in Nigeria Universities. This study though in agreement with Ejeka and Nwosu (2013) who observed that adherence to standards and best practices had a significant relationship between best practices and effective quality measures; it was carried out in a University while the present study is in Colleges of Education system in Southern Nigeria.

Igbinedion and Ojeaga(2013) carried out a study on students and lecturers' perception of the role of quality assurance of government agencies and strategies in quality assurance in business education in government universities in Edo state. The roles of NUC and SIWES, two government agencies were considered in achieving quality assurance in business education programmes in two public universities in the mentioned state. The population of 469 comprised of final year students and various categories of lecturers

were used. The study employed a descriptive survey design and a sample of 148 arrived out through systematic sampling and a segment of population size. Questionnaire, mean and standard deviation was also employed with a reliability coefficient of 0.75. It was found that both students and lecturers had positive perceptions about these government agencies in supporting quality assurance measures in business education. But Lecturers had higher perceptions than students.

The study recommended continuity of the quality assurance strategies of these universities to sustain the culture in line with global best practices. This study is related to the current study in terms of the enthronement of quality assurance measures in tertiary institutions in Nigeria. However, it was carried out in two universities of the same state with categories of respondents' parameters while the current study is in two states in Nigeria, Colleges of education and lecturers only as respondents. However, the tertiary institution status brought in a strong relationship with the present study.

Research Question One

To what extent does time management influence quality assurance measures in business education examinations administration in Colleges of Education in the Edo States?

To answer the above research question, the mean score (\bar{x}) and standard deviation (SD) were employed. The data collected from the respondents' answers to item 21 to 30 of the questionnaire were used. The result is presented in table IV.

Table IV: Mean Distribution of Respondents Response to the Extent Time Management Influence Quality Assurance measures in Business Education Examinations Administration in Colleges of Education

| S/N | Items | Mean (\bar{x}) | Standard deviation (SD) | Remark |
|-----|---|--------------------|-------------------------|-----------------|
| 21 | Lecturers provide proper orientation for business students before any Business Education Examination in your college of education | 3.31 | 21.65 | Accepted |
| 22 | Lecturers ensure that Examination time of Business Examination courses is strictly adhered to in your department | 3.70 | 27.15 | Accepted |
| 23 | Lecturers ensure proper coordination of allocated moderated time during Business Education Examination in your college of education | 3.47 | 23.45 | Accepted |
| 24 | Time allocated to Business Education Examination based on the nature and credit units of the course in your college of education | 3.53 | 25.67 | Accepted |
| 25 | Lecturers ensure time management as a key component of quality assurance measure in Business Education Examination in your college of education | 3.49 | 25.60 | Accepted |
| 26 | Lecturers of Business Education during Examinations in your college engage the Principles of Just-in-Time approach in managing examinations administrations | 3.77 | 29.10 | Accepted |
| 27 | Lecturers apply proper classroom management during business education examination in your college of education | 3.46 | 24.46 | Accepted |
| 28 | Lecturers who serve as Invigilators timed by Coordinator during Business Education Examinations in your college | 3.49 | 24.86 | Accepted |
| 29 | Some Lecturers use less time for practical courses during Business Education Examinations in your college of education | 3.47 | 22.86 | Accepted |
| 30 | Lecturers apply time management as a valuable resource for measuring standards during Business Education Examinations in your college of education | 3.42 | 22.20 | Accepted |
| | Average | 3.51 | 24.70 | Accepted |

Source: Fieldwork, 2020.

Collectively, the above analysis revealed that the calculated average means score (\bar{x}) is greater than the benchmark ($3.51 > 2.50$). Since the calculated average mean score (\bar{x}) is greater than the benchmark, it is accepted that time management regarding examination administrations in Colleges of Education, influence quality assurance measures in Business Education Programme. Moreso, none of the specific analysis has a mean score (\bar{x}) less than the benchmark. This indicates that quality assurance measures in Business Education examination administrations depend on adequate time management.

Research Question Two

To what extent do adequacy of facilities influence quality assurance measures in business education programme in Colleges of Education in Edo and Delta States?

To answer the above research question, the mean score (\bar{x}) and standard deviation (SD) were employed. The data collected from the respondents' answers to item 31 to 40 of the questionnaire were used. The result is presented in Table V.

Table V: Mean Distribution of Respondents Response to the Extent Adequacy of Facilities Influence Quality Assurance Measures in Business Education Programme in Colleges of Education

| S/N | Items | Mean (\bar{x}) | Standard deviation (SD) | Remark |
|-----|---|--------------------|-------------------------|----------|
| 31 | Are there functional and up-to-date secretarial laboratories and examination halls for Business Education Students Practical Examinations in your college | 2.47 | 12.34 | Rejected |
| 32 | The ICT laboratories well equipped for Business Education students practical Examinations in your college of education | 2.27 | 12.58 | Rejected |
| 33 | Funding a key component towards ensuring ICT compliance for quality assurance during Business Education Examinations. | 3.32 | 21.19 | Accepted |
| 34 | There steady power supply and internet connectivity for Business Education Examinations | 2.52 | 12.33 | Accepted |
| 35 | SIWES participation and supervision gave adequate attention it deserves by lecturers and students of Business Education | 3.40 | 24.30 | Accepted |
| 36 | Every lecturer's offices in business education met the NCCE minimum standard in your colleges of education | 2.47 | 11.78 | Rejected |
| 37 | The staff workrooms for Business Education Lecturers well equipped in your college of education | 2.38 | 11.40 | Rejected |
| 38 | Business Education Lecturers sponsored and re-trained for conferences and vocational related | 2.33 | 10.91 | Rejected |

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|----|--|-------------|--------------|-----------------|
| | programmes within and outside the country | | | |
| 39 | There functional Entrepreneurial Centre in the Department of Business Education in your college of education | 1.85 | 8.07 | Rejected |
| 40 | There are adequate and qualified academic and non-academic staff in the department of Business Education | 2.00 | 11.05 | Rejected |
| | Average | 2.50 | 13.60 | Accepted |

Source: Fieldwork, 2020.

Collectively, the above analysis revealed that the calculated average mean score (\bar{x}) is equal to the benchmark ($2.50 = 2.50$) since the calculated average mean score (\bar{x}) is equal to the benchmark, it is accepted that, adequacy of facilities influence quality assurance measures in business education programme in colleges of Education. However, the specific analysis showed that items 31, 32 and 36 to 40 were rejected and items 33-35 were accepted. This means that adequate supplies of facilities are needed to maintain quality assurance measures in business education programme in the College of Education.

Presentation, Testing and Interpretation of Research Hypothesis

Research Hypothesis

H_0 : There is no significant difference between the mean scores of male and female lecturers on the quality assurance measures in Edo and Delta States

To test the above hypothesis, t-test was employed. It was performed at 0.05 alpha level of significance. Data collected from the respondent's response to items 41-50 of the questionnaire were used. The result is presented in table VI.

Table VI: Summary Table of t-test Analysis showing the Difference between the Mean Scores of male and Female Lecturers in Business Education Examinations Administrations in Colleges of Education in Edo and Delta States

| Respondents | Population (N) | Mean (\bar{x}) | Standard Deviation (SD) | DF | t-test table value | t-test calculated | Decision |
|-------------|----------------|--------------------|-------------------------|----|--------------------|-------------------|----------------------------|
| Male | 46 | 3.13 | 13.60 | 79 | 1.96 | 0.0124 | No significance difference |
| Female | 35 | 3.14 | 11.91 | | | | |

Source: Fieldwork, 2016.

From the table above, the t-test calculated value of 0.0124 is less than the t-test table value of 1.96 ($0.0124 < 1.96$). Hence, the null hypothesis is retained. This implies that there is no significant difference between the mean score of male and female lecturers on the quality assurance measures in business

education examination administration in Colleges of Education.

Findings

The analysis of research question one revealed that time management regarding examination administrations in colleges of

education, influence quality assurance measures in Business Education Programme. This finding is in agreement with the findings of Quek (2001), Mullins, Ugwulashi (2011) and host of others. According to Quek (2001), he believed that improper time planning may affect time management and quality assurance because management must always learn to adopt the best of time in ensuring good standards and quality control measures in Business Education Programme activities. Mullins (2005), opined that time management principles ensure that there is proper classroom management that would have a dramatic effect on the expected outcome of both the teachers and the students. In the work of Ugwulashi (2011), he opined that time management helps institutions administrators to improve standards, save cost, remedy poor situations, leads to value and above all harmonizes organization focus.

The analysis of research question two revealed that adequacy of facilities influences quality assurance measures in business education programme in Colleges of Education. These findings are agreement with the findings of Adeboyeje (1990), Ogunsanju (1990), Odogwu(2004), Agih (2013), McLeod, Fisher & Hoover (2013) and host of others. According to Adeboyeje (1990) and Ogunsanju (1990), they opined that most schools facilities are however in a state of disrepair apart from their inadequate provision, size and poor maintenance; such students exploit it to cheat in the examination. Odogwu (2004), it is observed that many business education programmes still use conventional tools that have become out modelled instead of using modern technological devices in carrying out business education programme activities. Agih (2013) advocate the use of facilities (modern) as quality assurance parameters towards accountability in the internal measures that are geared at checking examination malpractices. McLeod, Fisher and Hoover (2003) opined that availability of facilities influence and direct a constructive stage set

for instruction activities and supervision of examination.

The hypothesis tested in the study revealed that there is no significant difference between the mean scores of male and female lecturers on the quality assurance measures in business education examinations administration in Colleges of Education in Edo and Delta States. This finding is in agreement with the findings of Barnet (2002) and Adebayo (2006). Barnet (2002) opined that quality assurance implies a determination to develop a culture of quality in an institution of higher education so that everyone is aware of his part in sustaining and improving the quality of the institution. Adebayo (2006) considers quality assurance a way of measuring, improving and maintaining the quality of any human activities that has value. This implies that both male and female lecturers in business education programmes in colleges of education are working hard in maintaining quality assurance through their duties.

Conclusion

The chapter assesses quality assurance measures on examination administrations in tertiary institutions in Nigeria. The study revealed invigilation of examination influence quality assurance measure in Colleges of Education programme, inadequate provision of space for examination administrations, adequate and proper time management for examination administrations, adequacy of facilities will enhance quality assurance measures of the programmes in Colleges of Education. The discourse will positively influence educational planners and administrators plan for effective provision of facilities for colleges of education in Nigeria regarding NCCE standards. It will also enable the management and school administrators to direct their duties towards maintenance and up-dating of facilities for the programme effectiveness. To lecturers, the discourse will help them focus effectively on the supervision of examinations and regulate invigilation inadequacies during examination administrations in Colleges of Education. On

the part of students, they will learn the principles and tenants of discipline in the examination, enable counsellors counsel students on the effect of examinations malpractices. Again these the discourse will help the government provide the necessary facilities such as ICT materials, space, buildings among others for impacting the needed skills and knowledge for productiveness in the world of work.

Recommendations

1. Adequate time management should be encouraged and practised during examination administrations in tertiary institutions.
2. Competent and focused lecturers should be involved in invigilation and supervision of examination in a tertiary institution.
3. The use of modern technological facilities such as CCTV cameras and other computer operated devices should be installed in an examination hall, as it will help to know candidates involved in examination malpractices that are not seen by invigilators during supervision.

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