

## Quality Education for National Development as Perceived by Business Educators in Public Tertiary Institutions in Ogun State

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### **Abstract**

*The study investigated quality education for national development as perceived by Business Educators in public tertiary institutions in Ogun State. Descriptive survey design was adopted in the study. The population of the study comprised 54 Business Educators: 25 males and 29 females in six public tertiary institutions in Ogun State. A structured questionnaire was used for data collection. The instrument was validated and testing for reliability using Cronbach Alpha which yielded a coefficient of 0.75. Mean and standard deviation were used to analyze the data and find answers to the research questions, while Analysis of Variance (ANOVA) and t-test were used to test the research hypotheses. The findings revealed that quality teaching, learning environment and facilities contribute to quality education. The findings revealed further that there is no significant difference in the mean responses of Business Educators in public tertiary institutions in Ogun State on the perceived influence of quality teaching on quality education for national development; there is no significant difference in the mean responses of Business Educators in federal and state government owned public tertiary institutions in Ogun State on the perceived influence of learning environment on quality education for national development and there is no significant difference in the mean responses of male and female Business Educators in public tertiary institutions in Ogun State on the perceived influence of learning facilities on quality education for national development. It was recommended among others that the education should be adequately funded. The study concluded that quality education is imperative to national development and quality education can be attained through quality teaching, creation of good learning environment and provision of learning facilities.*

**Keywords:** Education, Quality Education, National Development, Business Educators, Public Tertiary Institutions

### **Introduction**

Education is an initiation into the cultural fabrics of the society. As viewed by [Smith](#) (2015), it is a process of inviting truth and possibility, of encouraging and giving time to discovery. Education is a means that fosters inherent and permanent change in the way a person thinks and in the capacity to do things. This change in thinking and doing things results from the acquisition of knowledge, skills, values, beliefs, and habits. In the view of [Arung](#) (2016), education is not merely teaching or increasing cognition, but it is more about preparing

a media for the learners' cognition-it is an attitude. Arung added that having good attitude will provide a good medium for the cognition, learning behavior, learning autonomous, and critical thinking. The real issue about education is the quality of the mind that is developed; not its knowledge but the depth of the mind that meets knowledge (Krishnamurti Foundation Trust, 2020).

Education may be acquired in the school, but it does not equate schooling with it. Education and schooling are quite different conceptual categories (Oliver, 2019). Education is a life-long process; while Schooling is about providing the service of education, that is, of educating young people through institutionalized and universalized organized learning (Barrett, Chawla-Duggan, Lowe, Nickel and Ukpo, 2006). Schooling takes place in a well-structured environment where formal learning is carried out like primary, secondary and tertiary institutions including the colleges of education, polytechnics and universities.

As perceived by Oliver (2019), education does not happen only in a classroom, a structured period of time, or formal instruction; it can take place anytime, anywhere, in the middle of a full life, in formal and informal ways. Oliver added that education can takes place in the midst of creation, society, culture, and work; and it has to do with the cultural trinity: Truth, Beauty and Goodness.

In the assertion of Miller (2013), sometimes schooling can stand as a barrier to children learning, growing in wisdom and understanding, becoming educated in knowledge and virtue. This may explain why students are not learning the existing curriculum very well, and too often, many fall below expectations. One can go to school and still be an "educated illiterate".

The education offered in tertiary institutions is very crucial and has a leading role in all walks of life. The establishment of these places of higher education dated back in AD 971 when a university was opened in Egypt (Knowledge Masters, 2007) to advance Arabic Studies. Later, the Bologna University Italy, was established to train monks and priests. Though the early places of higher learning was characterized by religious advancement, tertiary institutions today are conventional and offer courses in every field of life. Tertiary institutions include colleges of education, polytechnics and universities. The common goal of all tertiary institution is to provide quality learning that enhance the manpower need of the society. When tertiary institutions are adequately provided for, quality products can be produced (UK Essays, 2016). These products can then contribute to national development. As described by UK Essays (2016), tertiary institutions develop the manpower for the country that leads the nation in giving insight into its future ideals, resources, problems, and its solutions; and the future of a nation depends largely on the quality of people groomed in the institutions of higher education. As Kromydas (2017) noted, the advent of new technologies dictate the enhancement of people's talents and skills and the creation of a knowledge-based-economy, which in turn, demands for even more high-skilled workers who are the products of tertiary institutions. Thus, the manpower demand of the society can best be satisfied by providing quality education.

Quality education can mean different things to different people, depending on their perspective, role and context. Consequently, quality education is very difficult to evaluate.

Quality can be seen as the set standard for educating the learners, and this standard is expected to be high. The Common Wealth (2016) considered quality education as a system or product that has passed a certain set of criteria or principles. Common Wealth further noted that quality in education across the education system consists of the application of the principles of: effective, empowering, equity, sustainable, appropriate, and wellbeing and safety. Quality education enhance the capability to interpret things rightly, gathered information appropriately, and applying the gathered information in real life situations. In the opinion of Sindwani (2018) the most effective means of achieving sustainable global development is solely quality education. Quality teaching, quality tools for teaching and learning and quality environments for teaching and learning are the foundations of quality education. Quality teaching is what the teacher provides, and this can be influenced by the teacher's competence and qualification. The other two (quality tools for teaching and learning and quality environments) are supposedly provided by the owners of institutions to enable the teachers carryout their task effectively. Most importantly, the environment should be gender supportive, comfortable, safe, and secure, to encourage student learning and to enable teachers to teach effectively.

In the opinion of Eze (2009: 3), for one to claim that he or she is offering quality education to the populace, he or she must ensure the presence of the following conditions:

Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities; environments that are healthy, safe, protective and gender – sensitive, and provide adequate resources and facilities; content that is reflected in relevant curricular and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life and knowledge in such areas as gender, health, nutrition HIV/AIDS preventive and peace. Processes through which trained teachers use child-centered teaching approaches in well managed classrooms and schools and skillful assessment to facilitate learning and reduce disparities. Outcomes that encompass knowledge, skills, and attitudes, and are linked to national goals for education and positive participation in society.

In the same view, Hammond in Thangeda, Baratiseng and Mompati (2016) posited that graduates who acquire quality skill and education from their respective institutions are most likely to be employable. It is on this view that many leaders, institutions, organizations and individuals have in various ways spent large amount of their resources to ensure that the objective of providing quality education is achieved (Eze, 2009).

Quality education is a broad concept. Unfortunately, the perception and understanding of quality education by many is narrow. As a result, many state governments blindly pour money into the public education system, falsely expecting to see positive outcomes (Nelson,

2015). Though spending per child may have drastically increased, but school performance has not improved. Nelson observed further that much of this disparity between spending and performance is due to bloated administrative costs. As noted by Nelson (2015) some politicians have proposed free community college; but such a program will only increase the quantity of education, not the quality of human capital. The perception of quality education in this regard is centered on the quality of human capital. However, the making of quality human capital is depended on other variables.

In the assertion of Thangeda, Baratiseng and Mompati (2016), quality education entails the following aspects; learning resources, technologies, program enrolled, modules done, lecturing methodology, attachments, qualifications, co-curricular activities, performance awards, students and lecturers perspective in the institution operating management also their opinions and appraisal toward education. Furthermore, Mandal (2016) is of the opinion that quality education is determined by the availability of sufficient number of good teachers; good teaching learning environment; equal opportunity among races, religions, castes and classes; good infrastructure of classroom, laboratory, library etc.; good semester plan; proper examination system and timely result; feedback and grievance-redresser system; good support staff, (technical, administrative); proper motivation for students and prospects of employability for students.

### **Statement of the Problem**

Education is the liberation of the mind from the shekels of ignorance; the positioning of an individual to attain self-realization, self-relevance, self-empowerment, self-reliance and social integration. Education function as a tool for development. Thus, the level of development of an individual or a nation depends on the functionality and quality of education provided to the citizens of the nation. Hence, nations that pays attention to quality education attain remarkable development as occasioned by most advanced countries of the world.

The perception of quality education however, varies among many. For instance, politicians have for long promised Nigerians quality and affordable education, yet the nation lack behind many developed countries and education in the country is very expensive. To some, quality education is quality teaching and purposeful investment in educational resources which must attract enough funding up to the standard of UNESCO. But enough funding has not resulted to even development among countries of the world. Nevertheless inadequate funding for student support services, libraries, journals, books, ill equipped laboratories and lack of repair facilities for equipment can affect the quality of education. Also, staff salaries and other allowances consume the budget of most tertiary institutions, thus, little is left for the items so essential for raising the quality of education.

The perception of quality education must be harmonized by individuals, institutions, organizations and nations in order to ascertain the actual development in which education is believed to provide. Therefore, the interest of this study is on the quality education for national development as perceived by Business Education in public tertiary institutions in Ogun State.

### **Purpose of the Study**

The main purpose of the study was to determine the quality of education for national development as perceived by Business Education in public tertiary institutions in Ogun State. The study specifically sought to ascertain:

1. The perceived influence of quality teaching on quality education for national development.
2. The perceived influence of learning environment on quality education for national development.
3. The perceived influence of learning facilities on quality education for national development.

### **Research Questions**

The following research questions were formulated to guide the study:

1. What is the perceived influence of quality teaching on quality education for national development?
2. What is the perceived influence of learning environment on quality education for national development?
3. What is the perceived influence of learning facilities on quality education for national development?

### **Research Hypotheses**

The following research hypotheses guided the study:

1. There is no significant difference in the mean responses of Business Educators in public colleges of education, polytechnics and universities in Ogun State on the perceived influence of quality teaching on quality education for national development.
2. There is no significant difference in the mean responses of Business Educators in federal and state government owned public tertiary institutions in Ogun State on the perceived influence of learning environment on quality education for national development
3. There is no significant difference in the mean responses of male and female Business Educators in public tertiary institutions in Ogun State on the perceived influence of learning facilities on quality education for national development

### **Methodology**

Descriptive survey design was adopted in the study. The population of the study comprised 54 Business Educators: 25 males and 29 females in six public tertiary institutions (FCE, Abeokuta, Ogun; Tai Solarin College of Education, Omu, Ijebu; Federal Polytechnic, Ilaro; Moshood, Abiola Polytechnic, Ojere; Tai Solarin University of Education, Ijagun, Ijebu-Ode and Olabisi Onabanjo University, Ago-Iwoye) in Ogun State. The population size was manageable, there was no need for sampling. A structured questionnaire was used for data collection. The instrument was validated by three experts. The instrument was further subjected

to internal consistency testing using Cronbach Alpha which yielded a reliability coefficient of 0.75. 54 copies of the instrument were administered to the respondents with the help of three trained research assistants. Mean and standard deviation were used to analyze the data and find answers to the research questions, while Analysis of Variance (ANOVA) and t-test were used to test the research hypotheses. For any of the research questions to be answered to, its grand mean must not be less than 2.50. Similarly, for any of the null hypothesis to be accepted, the p-values must be greater than the 0.05 level of significant, otherwise rejected.

## Results

**Research Question 1:** What is the perceived influence of quality teaching on quality education for national development?

The result of the mean and standard deviation answering question one was presented in Table 1

**Table 1:** Perceived mean influence of quality teaching on quality education

S/N	Quality Teaching	$\bar{X}$	SD	Remarks
1	It utilizes appropriate teaching methods to meet learners needs	3.38	0.52	Agree
2	It is student-centered	3.37	0.52	Agree
3	It provide strong engagement learning	3.40	0.49	Agree
4	It focuses on helping students to become independent learners	3.24	0.43	Agree
5	It promote effective classroom interaction	3.31	0.46	Agree
<b>Grand Mean</b>		<b>3.34</b>		<b>Agree</b>

In Table 1, the items were all agreed and the grand mean of 3.34 was greater than 2.50, indicating that the respondents agreed to the items that quality teaching has positive influence on quality education for national development.

**Question 2:** What is the perceived influence of learning environment on quality education for national development?

The result of the mean and standard deviation answering question one was presented in Table 2

**Table 2:** Perceived mean influence of learning environment on quality education for national development

S/N	Good Learning Environment	$\bar{X}$	SD	Remarks
6	It has good seats for students to sit and learn	3.25	0.44	Agree
7	Students can receive help from the teacher if needed	3.31	0.46	Agree
8	It motivates students and nurtures their desire to learn in a safe and healthy condition	3.22	0.46	Agree



9	It develops compassion and mutual respect for all learners	3.27	0.45	Agree
10	Educational attainment is likely to be determined by the idealness of the learning environment	3.29	0.46	Agree
<b>Grand Mean</b>		<b>3.28</b>		<b>Agree</b>

Table 2 shows that all the items were agreed to, and the grand mean of 3.28 was greater than the midpoint of 2.50; revealing that the respondents agreed that learning environment has positive influence on quality education for national development.

**Research Question 3** What is the perceived influence of learning facilities on quality education for national development?

The result of the mean and standard deviation answering question three was presented in Table 3

**Table 3:** Perceived mean influence of learning facilities on quality education for national development

S/N	Learning Facilities	$\bar{X}$	SD	Remarks
11	Libraries gives students the desire to study	3.22	0.41	Agree
12	Laboratories encourages real understanding	3.25	0.44	Agree
13	Lecture halls with comfortable seats encourage students' learning	3.16	0.37	Agree
14	Lecture Auditorium enables students to study together	3.18	0.39	Agree
15	Internet facilities provides students access to online study materials	3.25	0.44	Agree
<b>Grand Mean</b>		<b>3.21</b>		<b>Agree</b>

Items in Table 3 were agreed to and have the mean ranging between (3.25 and 3.16) and standard deviation between (0.44 and 0.37). Furthermore, the grand mean of 3.21 was greater than the midpoint of 2.50. This revealed that the respondents agreed to the items that learning facilities has positive influence on quality education for national development.

### Research Hypotheses

**Null Hypotheses 1:** There is no significant difference in the mean responses of Business Educators in public colleges of education, polytechnics and universities in Ogun State on the perceived influence of quality teaching on quality education for national development.

The result of the Analysis of variance for null hypothesis 1 is presented in Table 4

**Table 4:** ANOVA result on the responses of Business Educator in public tertiary institutions on the perceived influence of quality teaching on quality

		Sum of Squares	df	Mean Square	F	Sig.	Decision
ITEM1	Between Groups	0.089	2	0.044	0.153	0.858	Accept
	Within Groups	14.745	51	0.289			
	Total	14.833	53				
ITEM2	Between Groups	0.667	2	0.334	1.222	0.303	Accept
	Within Groups	13.925	51	0.273			
	Total	14.593	53				
ITEM3	Between Groups	4.416	2	2.208	13.062	0.000	Reject
	Within Groups	8.621	51	0.169			
	Total	13.037	53				
ITEM4	Between Groups	2.331	2	1.166	7.885	0.001	Reject
	Within Groups	7.539	51	0.148			
	Total	9.870	53				
ITEM5	Between Groups	1.177	2	0.589	2.867	0.066	Accept
	Within Groups	10.471	51	0.205			
	Total	11.648	53			<b>0.2456</b>	<b>Accept</b>

In Table 4, items 1, 2 and 5 were accepted while item 3 and 4 were rejected. However, the calculated significant value of 0.2456 was found greater than 0.05 level of significant. Based on the decision rule to accept the null hypothesis if the p-value is greater than 0.05, the null hypothesis was retained and was concluded that there is no significant difference in the mean responses of Business Educators in public colleges of education, polytechnics and universities in Ogun State on the perceived influence of quality teaching on quality education for national development.

**Null Hypotheses 2:** There is no significant difference in the mean responses of Business Educators in federal and state government owned public tertiary institutions in Ogun State on the perceived influence of learning environment on quality education for national development.

The result of t-test analysis for null hypothesis 2 is presented in Table 5



**Table 5:** t-test analysis on mean responses of Business Educators in federal and state government owned public tertiary institutions in Ogun State on the perceived influence of learning environment on quality

ITEM	Institution by Ownership	n	Mean	Std.	t-cal	Sig	Decision
6	Federal	22	3.31	0.47	0.80	0.12	Accept
	State	32	3.21	0.42			
7	Federal	22	3.40	0.50	1.23	0.03	Reject
	State	32	3.25	0.43			
8	Federal	22	3.22	0.52	0.06	0.28	Accept
	State	32	3.21	0.42			
9	Federal	22	3.18	0.39	1.30	0.00	Reject
	State	32	3.34	0.48			
10	Federal	22	3.31	0.47	0.28	0.57	Accept
	State	32	3.28	0.45			
<b>Grand Mean</b>						<b>0.20</b>	<b>Accept</b>

Table 5 shows that items 6, 8 and 10 were accepted while items 7 and 9 were rejected. But the grand mean of the calculated p-value of 0.20 was greater than 0.05 level of significant. Thus, the null hypothesis was accepted and concluded that there is no significant difference in the mean responses of Business Educators in federal and state government owned public tertiary institutions

in Ogun State on the perceived influence of learning environment on quality education for national development.

**Null Hypotheses 3:** There is no significant difference in the mean responses of male and female Business Educators in public tertiary institutions in Ogun State on the perceived influence of learning facilities on quality education for national development

The result of t-test analysis for null hypothesis 3 is presented in Table 6

**Table 6:** t-test analysis on perceived mean influence of learning facilities on quality education for national development

ITEM	Gender	n	Mean	Std.	t-cal	Sig	Decision
11	Male	25	3.20	0.40	0.35	0.47	Accept
	Female	29	3.24	0.43			
12	Male	25	3.36	0.48	1.57	0.00	Reject
	Female	29	3.17	0.38			
13	Male	25	3.12	0.33	0.84	0.08	Accept
	Female	29	3.20	0.41			
14	Male	25	3.28	0.45	1.67	0.00	Reject
	Female	29	3.10	0.30			
15	Male	25	3.24	0.43	0.29	0.55	Accept
	Female	29	3.27	0.45			
<b>Grand Mean</b>					<b>0.22</b>	<b>Accept</b>	

In Table 6, three items: 11, 13 and 15 were accepted while items 12 and 14 were rejected. However, the grand mean of the calculated p-value of 0.22 was greater than 0.05 level of significant. The null hypothesis was accepted that there is no significant difference in the mean responses of male and female Business Educators in public tertiary institutions in Ogun State on the perceived influence of learning facilities on quality education for national development.

### Discussion of Findings

Response to research question 1 presented in Table 1, indicate that the respondents agreed to the items that quality teaching has positive influence on quality education for national development. The noble finding here is that, qualitative teaching inculcate quality knowledge and skills that enhances national development. The finding corresponds with Roy (2016) that quality teaching has become an issue of importance as the landscape of higher education has been facing continuous changes: increased international competition, increasing social and geographical diversity of the student body, increasing demands of value for money, introduction of information technologies. Similarly, hypothesis 1 presented in Table 4 reveal that, there is no significant difference in the mean responses of Business Educators in federal and state government owned public tertiary institutions in Ogun State on the perceived influence of learning environment on quality education for national development. Their perception is that quality education produce the right manpower needed for national development. Thus, the goal of any tertiary institution is to provide quality education to graduates through quality teaching in order to enhance their quality of thinking and doing

things. This finding agreed with Thom-otuya and Inko-tariah (2016) that there is great nexus between quality education and national development. Similarly, the findings aligned with Thangeda, Baratiseng and Mompati (2016) that quality teaching provided by tertiary institutions to the society inspires creativity and innovation, moreover improves the nation's economy; thus, a necessity to a sustainable economy of any nation.

Answer to research question 2 presented in Table 2 revealed the respondents agreed that learning environment has positive influence on quality education for national development. Supporting this claim, Roy (2016) stressed that attention should be given not simply to the teacher's pedagogical skills, but also to the learning environment that must address the student's personal needs: students should know why they are working, should be able to relate to other students and to receive help if needed. The finding agreed with Hendrix (2019) who found that, students who study in a positive learning environment have been shown to be more motivated, engaged, and have a higher overall learning ability. Furthermore, hypothesis 2 result presented in Table 5 there is no significant difference in the mean responses of Business Educators in federal and state government owned public tertiary institutions in Ogun State on the perceived influence of learning environment on quality education for national development. This finding concur with Dorman (2014) who revealed that the quality of university students' learning environments is positively associated with student learning and experience. The finding agree also with Dhanapala (2021) that, learning environment has immense contribution to academic performance of students.

Question 3 result in Table 3 revealed the respondents agreed to the items that learning facilities has positive influence on quality education for national development. Instructional facilities are very critical to teaching and learning. They serve as means of conveying information to the learners. The study agrees to Dhanapala submission in (2021) that, facilities such as sound systems, multimedia, podium, flexibility of desks and chairs with adequate provisions for movement and arrangements are contributory factors to quality education. More so, the result of hypothesis 3 presented in Table 6 suggest that, there is no significant difference in the mean responses of male and female Business Educators in public tertiary institutions in Ogun State on the perceived influence of learning facilities on quality education for national development. With this revelation, gender is not a setback to the provision and use of learning facilities to enhance quality education. The finding is in line with Ramli and Zain (2018) who found that E-learning; Teaching Aids and Library; Hostels, Sports Facilities and Parking and Transportation of Infrastructure were all significant to impact students' academic achievement.

### **Conclusion**

Quality education is a vital tool that can propel national development in Nigeria. The establishment of tertiary institutions in the country is to ensure quality and equal education for all. This paper has found a common ground among tertiary institutions and between genders that quality education is imperative to national development and quality education can be attained through quality teaching, creation of good learning environment and provision of learning facilities.

### Recommendations

Based on the finding of the study, the following was recommended:

1. There should regular training of teachers to ensure quality teaching.
2. Schools should create a friendly learning environment to motivate students and nurtures their desire to learn in a safe and healthy condition.
3. The education sector should be appropriately funded by the government to enable the sector acquire the necessary facilities to make the learning environment very adaptable, useful and viable to meet the educational goals of Nigeria.

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