IMPACT OF QUALITY ASSURANCE COMPONENTS ON ECONOMICS EDUCATION: EVIDENCE FROM TERTIARY INSTITUTIONS IN NIGERIA

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ABSTRACT

The purpose of this study is to examine the impact of quality assurance on Economics Education in selected tertiary institutions in Nigeria. In specific terms, the study examines the impact of quality assurance components such as style of teaching, curriculum contents, instructional facilities, funding of the school system and learning environment on quality of Economics Education in Nigeria's Degree Programmes. To gather more insight on the study, a review of relevant literature on quality assurance was made out to enrich the study. For the, the survey strategy was adopted, while relying on questionnaire instrument as technique for data collection. Considering the exploratory nature of the study, a sample size of 150 students was chosen using purposive sampling technique. With a coordinated follow-up with the respondents, 123 out of 150 questionnaires were returned for descriptive and inferential statistical analyses. The findings from the study are mixed. The paper concludes with far-reaching recommendations for improved quality assurance awareness, enhanced learning environment, increased funding for the school system, and improved teaching/learning infrastructural facilities and deployment of better teaching styles by lecturers.

Keywords: Economics Education, Nigeria, Quality Assurance
Jel classification code: A, C, D, E

INTRODUCTION

Education globally provides a platform for uplifting human conditions and accumulation of relevant knowledge, skills and abilities required for survival of human societies (Alade, 2004; Oderinde, 2005). The level of economic growth and technological development attained by the East Asia, Hong Kong, Korea, Singapore, and Taiwan often called the Asian Tigers are largely linked to investment in citizens' human capital development through education & training (Olaniyan and Okemakinde, 2008). The World Bank (2008) recommends spending on human capital to the third world governments as a sustainable means for improving technological advancement, innovation and economic growth in developing nations. For Nigeria to achieve the same level of development attained by the developed countries, the school authorities, the lecturers and the supervisory authorities have very important roles to play at ensuring quality education in the school system. The goals of National Policy on Education can be effectively realized through a regular quality assurance mechanism for monitoring and evaluating the schools, the subjects, the methods, the teachers, the curriculum and the learning infrastructural facilities (Akhuemonkhan and Raimi, 2013; Chalmers, 2008; Ehindero, 2004).

In practice, quality assurance is employed to ensure there is a consistent provision and utilization of high standard resources to foster effective teaching and learning at every stage and aspect of the educational system with emphasis on improvement of overall school performance and set academic targets (Fasasi, 2006). Whereas, Babalola (2004) stated that quality assurance ensures that inputs have positive impact on teaching-learning process in the

school system. The thrust of quality assurance is the need for educational institutions to have high quality students, teachers, instructional facilities, subject curriculum and effective implementation of government policies on education.Quality assurance also provides policy-makers with deeper understanding of education, its functions, set goals and key characteristics (ETF, 2012). The essence of quality assurance in educational administration is to enhance effectiveness of learning and teaching in the learning environment by monitoring and evaluation all aspect of teaching and learning (Onyesom and Ashibogwu, 2013). The question that quality assurance asked is: Are educational standards maintained and quality sustained in the learning environment?

To determine if educational standards are maintained and quality sustained, the policymakers apply quality assurance instruments that suite institution's educational aspirations (Akhuemonkhan and Raimi, 2013). For instance, the United States employed the accreditation systems as quality assurance mechanism at all levels for assessment of educational services. The purpose of Accreditation Exercise is to ensure that standard and quality of higher education are regulated and maintained in line with changing needs of the society and the industry (Mohsin and Kamal, 2012; Onyesom and Ashibogwu, 2013). Whereas, Australia created a full-fledged quality assurance unit called Australian Universities Quality Agency (AUQA) entrusted with the task of evaluation of quality of educational services (Mohsin and Kamal, 2012).

In the Nigerian tertiary education system, quality assurance is the responsibility of the supervisory agencies given the mandate to maintain oversight functions over the universities; the polytechnics; and the Colleges of Education. These supervisory agencies developed the Minimum Academic Standards (MAS) as benchmark for quality assurance in the tertiary institutions (Onyesom and Ashibogwu, 2013). The MAS covers among others: teaching quality/effectiveness, floor space for lectures, minimum laboratory facilities per students, minimum library space, minimum staff/student ratio, minimum teaching facilities/equipment and office accommodation (Uvah, 2005; Akhuemonkhan and Raimi, 2013). Like Nigeria, Europe's quality assurance is evaluated in fourmain areas: (a) processes at classroom level (quality of learning andteaching), (b) processes at school level (institution as a learning,social, and professional place), (c) school environment (relations between the school and parents, aswell as links between the school and local community), (d) student outcomes measured in terms of academic achievement,personal and social development, and graduate career paths (European Union, 2011). According to UNESCO (2002), there are five key components of quality assurance indicators, namely: (a) What learners gain; (b) Quality Learning Environments; (c) Quality Content; (d) Processes that support Quality; and (e) Outcomes from the learning environment. Other quality assurance indicators include: (i) learners' behavioural characteristics, attributes and demographic factors, (ii) teacher's professional competencies/pedagogic skills, (iii) teaching processes, curriculum and learning environment, (iv) outcomes of education (Cheng 2001; Ehindero, 2004).Furthermore, quality assurance could be carried out using six quality assurance indicators, viz: learning resource inputs, instructional process, teachers' capacities development, effective management, monitoring and evaluation, and quality learning outcome (Ayeni, 2003). By-and large, the thrust of quality assurance is improvement of all aspect of educational services (Cheng, 2001).From the foregoing, this study examines the impact of quality assurance on Economics Education in selected tertiary institutions in Nigeria.

Quality assurance has relevance with Economics education because it is a course that focuses on two main themes: 1) the current state of, and efforts to improve, the economics curriculum, teaching materials and pedagogical techniques in economics at all educational levels; and 2) research into the effectiveness of alternative instructional techniques in economics, the level of economic literacy of various groups, and factors that influence the level of economic literacy (Ayanwale, 2010; Babalola, 2003; Becker, 2001). Economics is therefore a useful and relevant school subject which equips students to develop intellectual capacity for making informed decisions on career paths, tapping employment opportunities and managing a prosperous economy (Humphries, 2011).

In spite of the benefits of economics as a school subject, the incident of poor performance of students in Economics in the Secondary School Certificate Examinations has been reported (Adu, Ojelabi and Adeyanju, 2009). At the undergraduate level, Carol (2007) reported a remarkable drop in students' performancein Economics (especially principles of macroeconomics) as a result of students' deficient factors such as natural ability, motivation, personality type of the instructor and learning styles being used in teaching. Becker andWatts (1997, 2001) linked the major cause of poor performance in Economics to teaching style, as students rated economics instructors lower in their style of teaching compared to instructors handling other subjects. But, Odu, Odigwe and Ekpenyong (2013) noted that failure in Economics is linked to teachers' ineffectiveness in teaching because of emphasis on paper qualification by the policymakers. Another study attributed poor performance in Economics to inability of students to cope with mathematical and statistical aspects (Adu et al., 2009; Educational Testing Service, 1995). Whereas, the American Economic Association (AEA) linked poor performance by undergraduates in economics to teaching methods, quality of instruction, economics curriculum contents, class sizes and workload of lecturers/instructors (Becker, 1997). Meanwhile, Ali and Zairi (2005) linked poor academic problems to poor inputs, poor delivery services, poor attention to performance standards and measurements, unmotivated staff and neglect of students' skills.Using quality assurance components as specified in the research questions/hypotheses as mechanisms for measuring and improving the entire teaching and learning system is well discussed in the literature. But the viability of quality assurance for measuring and improving performance in Economics Education in Nigeria needs to be explored to add to knowledge. The overarching problem of this study is: Could quality assurance improve performance in Economics Education?

LITERATURE REVIEW

Quality Assurance in Education

The term quality refers to the overall effect which schooling/learning has on students, as well as the positive outcome of learning on academic performance in examinations (Bayne-Jardine, Bayne-Jardine, Hoy & Wood, 2005).When viewed from the perspective of input-output model, Salgovicová (2008) views quality as the ability of a product, service, system and process meeting the requirements of end-users. Some quality concept in the field of management include: quality control, quality assurance, total quality management and quality Improvement (Isixsigma, 2012). Meanwhile, the variant of quality that is of interest in this research is quality assurance. The concept of quality assurance refers to the process of improving the education system by ensuring excellence in teaching/learning/management of the education system with a view to actualising measurable learning outcomes in literacy, numeracy and essential life skills (UNESCO, 2015).

Quality assurance could also be defined as a deliberate focus on rightness of process which leads to successful outcomes (Adegbesan, 2010). But, Ajayi and Adegbesan (2007) opined that quality assurance is concerned with maximizing the effectiveness and efficiency of educational systems and services in relations to their contexts, of their missions and their stated objectives.

Besides, quality assurance extends to all the attitudes, objectives, actions and procedures which ensure that appropriate academic standards are being maintained in learning environment (Fadokun, 2005). Quality assurance could also be viewed as performance measures designed by the authorities for assessing the performance of educational institutions

with a view to ensuring that the learning outcomes meet the needs of the society (Igborgbor, 2012; Onyesom and Ashibogwu, 2013). Similarly, it is an established procedures, processes and standard systems that support and ensure effective delivery of educational services (Kontio, 2012). Whereas, Asian Development Bank (1996) views, quality assurance as an important mechanism which enables policy makers to determine national educational needs, assess new approaches and evaluate the effectiveness of policies and strategies.To ensure that standards are maintained, it is a norm to have quality assurance mechanism.

Quality Assurance Indicators

In practice quality assurance indicators are employed by quality evaluators for providing a relatively unbiased description of a situation or process in the school system. The result of quality assurance is often expressed as absolute figures devoid of valued judgement (Cave, Hanney, Henkel, and Kogan 1997; Chalmers, 2008). The scholars in the fields of education developed a veritable measurement called quality assurance indicators(QAIs), which measures educational effectiveness, efficiency and performance in different contexts (Chalmers, 2008).

For quality assurance to be in place in educational institutions, the United Nations Educational and Scientific Cultural Organisation (2002) identified five key components or indicators namely: (a) What learners gain; (b) Quality Learning Environments; (c) Quality Content; (d) Processes that support Quality; and (e) Outcomes from the learning environment. However, Ehindero (2004) identified quality assurance indicators as: (i) the learners' behavioural characteristics, attributes and demographic factors, (ii) teacher's professional competencies/pedagogic skills, (iii) teaching processes, curriculum and learning environment, and (iv) outcomes of education (Ehindero, 2004).

Literature has also identified four quality assurance indicators, namely: finance, access/participation, quality adequacy and relevance of programme (European Training Foundation, 2012). Whereas, Ayeni (2012) proposed six quality assurance indicators as relevant to educational institutions, namely: learning resource inputs, instructional process, teachers' capacities development, effective management, monitoring and evaluation, and quality learning outcome.

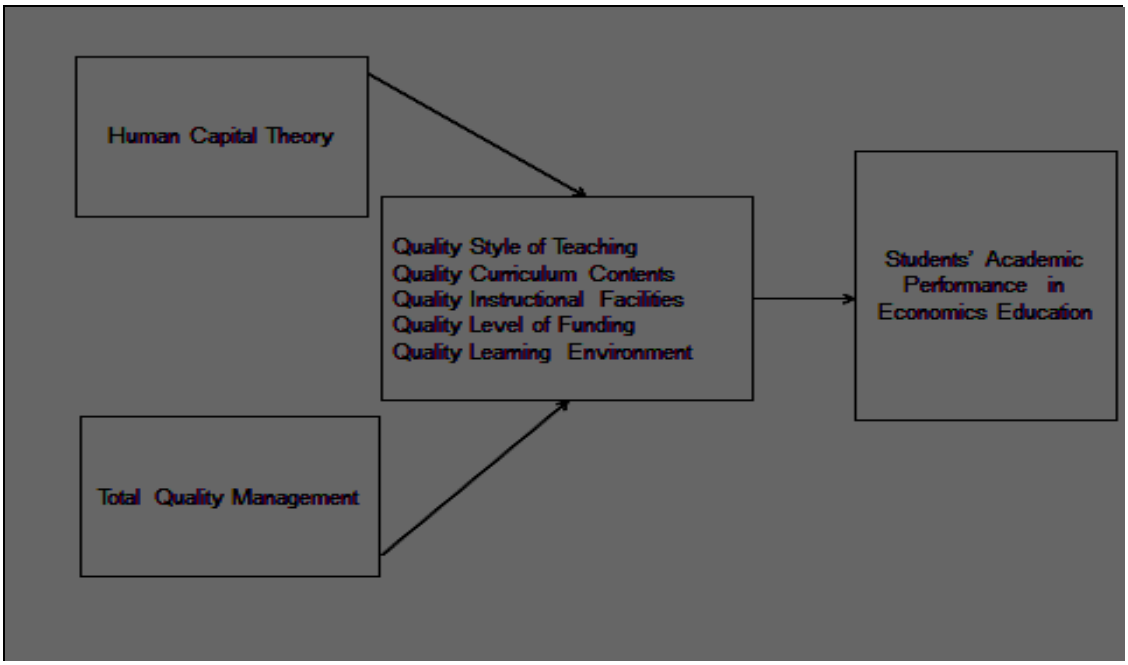
Apart from the indicators discussed above, scholars also classified quality assurance as Input, Output, Process and Outcome indicators (Akhuemonkhan and Raimi, 2013; Warglien and Savoia, 2006). Input and output indicators are quantitative in nature. The input indicators are employed in quality assurance for measuring the quality of human, financial and physical resources available within the formal school systems. The result of input indicators is constrained by its inability to determine clearly quality without extensive interpretation. Output indicators are used in quality assurance for measuring concrete results produced in the learning environment, including infrastructural/instructional resources utilised to produce the reported results. The limitation of output indicators is that it reflects numerical value only, but the quality of the reported numbers is entirely disregarded. For the process indicators, they are employed for measuring qualitatively the means used to deliver educational programmes, activities and services within the school environment. The process indicators look at how the education system operates within a particular context; it is a good measure of inter- and intra-school quality comparison. However, outcome indicators are employed in quality assurance by institutions and policy-makers to measure the quality of educational objective, academic

activities and impact of service delivery. Outcome indicators do not generate results in numerical data like output indicators, but measure complex processes qualitatively (Chalmers, 2008;Warglien and Savoia, 2006). Finally, Arikewuyo (2004) advised that in theory and practice, the quality education can effectively and efficiently be assessed using two indicators, viz: (a) brilliant academic performance of students in standard examinations; and (b) relevance of the education to the needs of the students, the community and the society at large. These two indicators can be described as the output process of education. The next section looks the theoretical framework for quality assurance as applicable to education research.

THEORETICAL FRAMEWORK

Apart from classical educational theories, most contemporary studies which focused on students' and teachers' performance adopt the Human Capital Theory (HCT) as their theoretical foundation. This paper contributes to the literature on theoretical framing by adopting two relevant theories to provide support for the present research. These theories are Human Capital Theory (HCT) and Total Quality Management (TQM). Both theories as shown in Figure 1 below are mutually reinforcing and provide strong explanation for the relationship between quality assurance indicators (measured by five components in the research questions/hypothesis) and students' academic performance in Economics Education by the students. The theoretical framework explains the relationship between the two theories (HCT and TQM) on one hand and their impact of the five quality assurance components on students' performance in Economics education.

Figure 1: Framework of relationship between HCT-TQM and research variables



Human Capital Theory

Human Capital Theory (HCT) is a known theory used by Schultz for explaining the impact of investment in education, skills acquisition and training or what is otherwise called the economics of education (Fleischhauer, 2007). HCT as a pragmatic theory provides explanation on how investment in an individual's education and training is synonymous to business investments in equipment and other productive resources. In other words, HCT rests on the assumption that formal education provided by the government to its citizens is instrumental and necessary to improving the productive capacity of members of the society.

From another perspective, HCT presupposes that investment in the citizens' education, training and capacity-building is the most effective stimulant for making individuals productive members of the society (Becker, 1964). The theory also argues well-trained human capital boost economic growth, firms' productivity and technological development because of transmission of useful knowledge and skills (Ladipo et al., 2013). HCT is built on facts and experiences of the developed nations, where deliberate and steady investment in the citizens as human capital has been found to propel sustainable socio-economic change (Klein and Cook, 2006). The economic growth attainment of East Asian nations like Hong Kong, Korea, Singapore, Shanghai and Taiwan is linked to quality of their workforce (Ladipo et al., 2013). From the developmental angle, the World Bank (2008) recommends human capital development to third world governments as a sustainable strategy for improving technological advancement, innovation and economic growth in developing nations.

Human capital has two key complementary components viz: innate/acquired ability and acquired skills gained through formal education and on-the-job training (Blundell, Dearden, Meghir, and Sianesi, 1999). Human capital enhances the earnings of trained individuals and nations, as the bargaining powers of human capital appreciate with the supply of skilled labour (Ishikawa and Ryan, 2002). In other words, investment in people's education is an effective way for boosting labour productivity in current and future employment and a better way of securing competitive employment opportunities. The expenditures incurred by individuals (on self-sponsored education and training), by corporations (on firm-sponsored education and training) and by public sector (on government-sponsored education and training) are called human capital investments because they constitute investments in humans (Fleischhauer, 2007). However, the returns (benefits) of human capital development accrue to several stakeholders such as the trained persons, present employers, future employers and the society at large. The theory when applied to entrepreneurship describes the entrepreneur "as a form of human capital, who propels changes in the society" if better trained and empowered (Klein and Cook, 2006: 347).

The encouraging level of economic growth and development in the East Asia, Hong Kong, Korea, Singapore, and Taiwan (Asian Tigers) are associated with human capital development and technical education (Olaniyan and Okemakinde, 2008). The import of the foregoing discussion is that the HCT advocates investment in education, training, skills acquisition and capacity-building as means for attainment of economic growth, entrepreneurial activity and technological progress. Therefore spending on human capital is a worthwhile investment required to enhance productivity. The implication and relevance of the theory to the present research is that when the policymakers invest massively in the training and capacity-building for the lecturers/teachers of Economic Education in the school system, their level of proficiency, teaching styles and overall academic performance would be strengthened and

enhanced. Similarly, when massive investments are committed to provision of quality lecturers/teachers, the academic performance of students in Economics Educations would improve.

Theory of Total Quality Management

The second theory found relevant to explicate this research is total quality management (TQM). According to Bowen and Scudder (2013), the term Total Quality Management (TQM) is basically a theory (with several strands) which explains a set of practices that improve quality of products/services with emphasis on continuous process improvement. The various strands of TQM in the management and education literature include: Deming's Theory, Crosby's Theory and Joseph Juran's Theory. Brief explanation of each is presented below.

Deming's Theory: In retrospect, total quality management (TQM) represented the innovative ideas of a vibrant American theorist, W. Edwards Deming who recommended TQM as a model for continuous improvement of quality of production of goods and services in the manufacturing companies. TQM was not taken serious until the Japanese adopted Deming's theory as a beneficial idea to Japan for re-engineering and re-constructing their bartered post-war businesses and industries in the 1950s. The adoption of TQM made Japan a dominant world economy with varieties of quality manufactured products/services (Mehrotra, 2010). According to Hashmi (2010), TQM as recommended by Demining is a commendable management practice that requires management and its well-trained employees to become innovatively and creatively involved in the process of production of goods and services using continuously improved methods and techniques that ensure organisational sustainability.

Major manufacturing companies such as Ford Motor Company, Phillips Semiconductor, SGL Carbon, Motorola and Toyota Motor Company are frontline companies that have entrenched the principles of TQM, as a workable method in their organisations. It could also be defined as a systematic set of organisational activities, which ensures that organisations create products/services with maximum quality that satisfies the needs of customers in terms of minimum cost and best quality (Isixsigma, 2012).

Unlike other variants of TQM theories, Deming's TQM rests upon fourteen principles. These are as follows: (1) Create constancy of purpose, (2) Adopt the new philosophy, (3) Stop dependencies on mass inspections, (4) Don't award business based upon the price, (5) Aim for continuous production and service improvement, (6) Bring in cutting-edge on the job training, (7) Implement cutting-edge methods for leadership, (8) Abolish fear from the company, (9) Deconstruct departmental barriers, (10) Get rid of quantity-based work goals, (11) Get rid of quotas and standards, (12) Support pride of craftsmanship, (13) Ensure everyone is trained and educated, and (14) Make sure the top management structure supports the previous thirteen points (Tamimi, Gershon&Currall, 1995).

In terms of application to education, a number of educationists believe that the Deming's concept of TQM when modified would provide the guiding principles for educational reformation and reconstruction (Bonstingl, 1999; Mehrotra, 2010; Ehigie & McAndrew, 2005). The TQM principles have the capacity to propel education reform and reconstruction for the purpose of actualising the educational aims and objectives (Mehrotra, 2010).

Crosby's Theory: Philip Crosby is another theorist with valuable contributions to the TQM movement. He emphasised the need for continuous improvement of quality of products and services in organisations asserting that money spent on quality, is a money that is well spent (Murray, & Chapman, 2003; Soltani, Lai, Javadeen&Gholipour, 2008). Crosby like Deming advanced fourteen steps to continuous quality improvement as: (1) Attain total commitment from management, (2) Form a quality improvement team, (3) Create metrics for each quality improvement activity, (4) Determine cost of quality and show how improvement will contribute to gains, (5) Train supervisors appropriately, (6) Encourage employees to fix defects and keep issues logs, (7) Create a zero-defects committee, (8) Ensure that employees and supervisors understand the steps to quality, (9) Demonstrate your company's commitment by holding a zero defects day, (10) Goals are set on 30, 60, or 90 day schedule, (11) Determine root causes of errors, remove them from processes, (12) Create incentives programs for employees, (13) Create a quality council and hold regular meetings and (14) Repeat from step one (Powell, 1995). His version of TQM emerged as the notion of zero defects with focus on customer satisfaction, quality assurance and quality control. His clients on TQM consultancy include General Motors, Chrysler, Motorola, Xerox and many hospitals (Saxon, 2001).

Joseph Juran's Theory: Joseph Juran is responsible for what has become known as the "Quality Trilogy." The quality trilogy is made up of quality planning, quality improvement, and quality control. If a quality improvement project is to be successful, then all quality improvement actions must be carefully planned out and controlled. His trilogy of TQM includes Quality planning, Quality control and Quality improvement (Powell, 1995).

METHODOLOGY

The methodology literature identified three broad categorization of research methods namely: qualitative, quantitative and mixed research methods (Saunders, Lewis & Thornhill, 2012). For this study, the quantitative method is preferred because the best strategy for achieving the research objectives is through a descriptive survey. The researcher administered Economics Education Quality Assurance Questionnaire (EEQAQ) to the undergraduate students to elicit their viewpoints on the the impact of quality assurance on Economics Education. This descriptive survey design is concerned with finding, describing and interpreting the outcomes of the research the way they are without any form of subjectivity (Saunders et al, 2012). The survey was preferred as strategy because it is a potent strategy for collecting qualitative and quantitative primary data (Borrego, Douglas & Amelink, 2009). The population of this study is strictly the cross-section of undergraduate students undergoing degree programmes in Economics Education in selected schools. The students were chosen as members of the targeted population because they are in a good position to comment on the impact of quality assurance components on Economics education. The generated data were analysed using descriptive and inferential analysis.

RESULTS

The results of the inferential analysis are as shown in Table 1 below are mixed. Two hypotheses were accepted, while three were rejected.

Table 1: Results of Hypotheses

SN	Hypothesis Statements	Df and Level of Sig.	Chi-Square & P-Value	Decision
1.	There is no significant relationship between teacher's style of teaching and quality of Economics Education in YabaTech-University of Nigeria's Degree Programme was accepted.	12(5%)	16.677(0.162)	Accepted
2.	There is no significant relationship between curriculum contents and quality of Economics Education.	9(5%)	17.858 (0.037)	Rejected
3.	There is no significant relationship between instructional facilities and quality of Economics Education.	12(5%)	45.237(0.000)	Rejected
4.	There is significant relationship between level of funding of the school system and quality of Economics Education.	12(5%)	26.877 (0.008)	Rejected
5.	There is no significant relationship between learning environment and quality of Economics Education.	9(5%)	11.006 (0.275)	Accepted

DISCUSSION

For hypothesis 1, the p-value = (0.162). Since p-value = 0.162 > 0.05, we accept the null hypothesis that there is no significant relationship between teacher's style of teaching and quality of Economics Education. This result finds some degree of support from the findings of Trigwell, Prosser & Waterhouse (1999) which reported that in the classes where teachers style/approach to teaching is focused on transmitting knowledge, students are more likely to adopt a surface approach to the learning of the subject. However, for classes where students adopt deeper approaches to learning, teaching styles are more oriented towards changing the students' conceptions. Similarly, Felder & Henriques (1995) found that quality of learning occur in language classes because of mismatch the learning styles of students and the teaching style of the instructor, with unfortunate effects on the quality of the students' learning and on their attitudes toward the class and the subject.

For hypothesis 2, the p-value = (0.037). Since p-value = 0.037 < 0.05, we reject the null hypothesis and accept the alternative that there is significant relationship between curriculum contents and quality of Economics Education. The findings is supported by the study of Stephenson & Yorke (2013) which established that to have quality in teaching/learning, there is need find ways of embedding capability ideas into the curriculum. Moreover, Nan-Zhao (2005) which confirmed that the competencies of all learners in the 21st century could effectively be developed through curriculum renewal. This because the school curriculum is

premised to achieve two broad aims: one to provide equal opportunities for students to learn and attain the highest educational attainment. The second aim is to promote learners' spiritual, moral, social and cultural development and prepare students for the world of work and societal responsibilities.

For hypothesis 3, p-value = (0.000). Since p-value = 0.000 < 0.05, we reject the null hypothesis and accept the alternative that there is significant relationship between instructional facilities and quality of Economics Education. This result is supported partly by the study of Okpala, Okpala & Smith (2001) which found that instructional supplies alone was not statistically significant in explaining mathematics test scores, but when considered along with other economic variables it does have impact on educational achievement.

Also for hypothesis 4, p-value = (0.008). Since p-value = 0.008 < 0.05, we reject the null hypothesis and accept the alternative that there is significant relationship between level of funding of the school system and quality of Economics Education. This is supported by the study Fuchs & Wößmann (2008) which investigated the factors which affect educational performance in math, science and reading looking at a number of factors. It was found that student characteristics, family backgrounds, home inputs, resources, teachers and institutions are all significantly associated with math, science and reading achievement. In other words, funding in terms of adequate school budget allocations.

For hypothesis 5, p-value = (0.275). Since p-value = 0.275 > 0.05, we accept the null hypothesis that there is no significant relationship between learning environment and quality of Economics Education. This is supported by the study Cohen, McCabe, Michelli & Pickeral (2009) which indicted that a positive environment otherwise called school climate fosters students' development and learning necessary for a productive and satisfying life in a democratic society

CONCLUSIONS

This study has proven that the five components of quality assurance have diverse impact on Economics Education with specific reference to the tertiary institutions surveyed. This findings have indeed enriched the quality assurance literature in the field of Economics Education, as it has provided a modest empirical evidence on this important issue. The study is limited in terms of generalisability since it is based on the viewpoints of 123 respondents covering a specific time span. This potentially excludes other studies outside this time span. A more robust and comprehensive survey covering the Federal, States and Private tertiary institutions in Nigeria would give more representative findings/conclusions. In terms of originality are limited studies that focus on impact of quality assurance components on Economics education in Africa, specifically Nigeria. This study and findings have laid down pioneering study for future research on this poorly area.

5.4 Recommendations

In view of the far reaching findings above, the following recommendations are critical for developing an enduring quality assurance (QA) that would impact positively on Economics Education in Nigeria in particular and across all other tertiary institutions in Africa.

i. There isfor proper sensitisation of the people on the real essence of Economics Education. This measure when properly carried out would fast-track attitudinal change and elicit positive commitment from parents, student, wards and all other stakeholders towards Economics Education.

ii. The stakeholders in the Education sector should provide adequate funding for Economics Education in order to meet the objectives of Economics education. Adequate funding would boost standards and quality of manpower, instructional resources and infrastructural resources in Economics Education in Nigeria. At the governmental level, the Ministry should lobby the Tertiary Education Trust Fund (TETFUND) to earmark adequate funding for tertiary institutions running Economics Education considering its importance for national development. In the same vein, the organised private sector should support institutions offering Economic Education courses with their social responsibility investment.

iii. Exchange programme between Economic-oriented institutions and Economics departments in tertiary institutions is inevitable for effective teaching outcomes that meet industrial needs. Exchange arrangements often bridge the gaps between theory and practice as well as acquaint the Economics Education students with the expectation in the industry.

iv. Existing institutions offering Economics Education should invest massively in periodic capacity-building training programmes for lecturers. This effort would keep trainers informed of best practices and methodological changes in the field.

v. In order to ensure effective curriculum implementation, there is need for the supervisory agencies to ensure all institutions with Economics Education implement uniform standards, training, evaluation and certification at federal and state levels.

vi. In the area of uniform quality assurance on Economics Education, the Ministry and supervisory agencies are advised to put in place enduring mechanisms for QA. This is imperative to standardize, monitor and control quality of training, process, instructional resources, teachers and examinations. An effective QA would ensure students are adequately prepared for the needs of the industry. This would be possible if regulatory authorities mentioned above could develop a strong institutional supervision mechanism to regularly supervise the teaching and learning of economics education in Nigeria.

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