

Influence of Internal Quality Mechanisms on Acquisition of Employability Skills by Business Education Students in Tertiary Institutions in South West, Nigeria

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Abstract: The study assessed influence of internal quality mechanisms on acquisition of employability skills by business education students in tertiary institutions in Southwest, Nigeria. The target population comprised 189 business educators and 2,691 students offering business education. Multi-stage sampling procedure was adopted in selecting 357 final-year students and 127 business educators. Three specific objectives and research questions guided the study. Three null hypotheses were formulated and tested at a 0.05 level of significance. The study adopted a descriptive survey research design. The instrument went through the face and content validation by three experts. The reliability of the instrument was ensured using the Cronbach alpha method, and the result yielded a reliability coefficient of 0.83 which was high enough to be reliable. The mean and standard deviation were used to answer the research questions while the hypotheses were tested using t-test independent sampling at 0.05 level of significance. Findings revealed that there was a significant difference between the mean ratings of male and female respondents on the influence of internal quality mechanisms on the time management skills, teamwork skills and problem-solving skills of business education students. It was recommended amongst others that lecturers should regularly give tasks to students, especially in practical-oriented courses with deadlines, to help them understand the importance of goal-setting and time management in their day-to-day activities.

Keywords: Internal Quality Mechanisms, Employability Skills, Tertiary Institution, Time Management Skills, Teamwork Skills Problem-Solving Skills

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INTRODUCTION

Quality implies suitability, efficacy, and sufficiency. The idea of quality assurance is essential in all human endeavors due to human imperfection. The goal of quality assurance is to minimize human error in order to significantly increase the likelihood that desired results will be realized. Quality assurance involves a systematic review of educational provision to maintain and improve its quality, equity, and efficiency. Quality assurance is a fundamental component of successful internalisation, a tool for creating an institutional reputation in a competitive local and worldwide arena, and an essential basis for consumer protection (National Universities Commission, 2019). It goes on to say that a systematic and consistent examination of educational programmes by higher education in the country supports accepted standards of education, scholarship, and infrastructure. Adegbesan (2012) affirmed that quality assurance in higher education is to (a) ensure the maintenance of high educational standards at all levels; (b) assist in the effective monitoring and supervision of education; (c) determine the quality of teacher inputs, and (d) determine the number of classrooms needed to ensure quality control based on the average teacher class size. He also established the adequacy of the available quality control facilities and ensured that the existing financial resources could be handled prudently and intelligently. This is to ensure that business education graduates have a specific level of knowledge or minimal knowledge that is expected of them, such as the acquisition of appropriate skills demanded by post-graduation employers of labour. That is, the education received by this group of students had to meet specific standards of quality anticipated of graduates during their studies.

Higher education, on the other hand, must shift its focus from academic knowledge to skill-based education using practical and dynamic approaches. Behavioural components such as leadership skills, communication skills, time management skills, and attitudes that will have a big impact on a person's performance should also be addressed by tertiary institutions. Employers increasingly value practical skills over theories—that is, the capacity to put what has been taught into practice. Students in business education must understand the value of time and how to effectively use it in order to achieve the day's goal and purpose. Time management refers to the process of organizing and arranging how to split one's time across various tasks. That is, properly managing time such that the appropriate amount of time is allotted to the appropriate activity. Individuals who employ effective time management can assign specific time slots to tasks based on their value, allowing them to make the most of their time.

Internal quality assurance mechanisms of tertiary institutions can be achieved when all other necessary prerequisites have been put in place, such as recruitment of qualified personnel, overhauling of curriculum content to meet the expectations of society and provision of adequate infrastructural facilities for quality teaching and learning to take place. Martin (2018) explained that internal quality assurance processes can take many different forms, but central to them is the objective of ensuring that educational aims are appropriate and are being achieved. Courses and programmes are adopted and

developed to reflect the changing external conditions, which include the future employment needs of their students. When internal quality assurance is put in place, it will help business education students acquire employability skills. This will also go a long way towards achieving the objectives of establishing a business education programme.

Business education is a course of study that teaches accounting, marketing, and office technology and management skills (OTM). It equips students with the competencies, knowledge and attitudes needed to function effectively in the field of work. The primary goal of business education curriculum is to provide students with the necessary skills to create and maintain jobs. Quality assurance in business education denotes the institutions' ability to match the expectations of manpower users in terms of the quality of skills obtained through their output. The quality of business education programme is an imperative for the achievement of expected results and stated objectives.

Among other things, the mechanism used to measure the internal quality of tertiary institutions seems to include processes, systems procedures, and actions aimed at maintaining, monitoring, and achieving quality, such as teacher appraisal, admission criteria, and rules and regulations guiding the conduct of examinations. This exercise will determine the authenticity of the programme of study, whether it achieves what it is actually designed for and whether it satisfies the outcome or the output. Its purpose is to demonstrate and improve the quality of a university's methodologies, educational procedures, and products. This quality will eventually determine the type of graduates turned out by educational institutions. Higher Education Institutions (HEIs) give students opportunities to discover and develop their potential with a sense of social responsibility through education. This in turn helps students to participate actively in democratic society and to foster equity and justice. Employability comes from having the knowledge, skills, and experience you need to get a job and do it well. Employability evaluates, assesses, and determines individual competence in job performance.

Observably, the employability skills that business education equips students with include: ICT skills, teamwork skills, analytical thinking skills, critical thinking skills, time management skills, and problem-solving skills. The ICT skills are concerned with the method of comprehending and applying a variety of computer programmes, software, and other applications in daily tasks. Information and Communication Technology skills include working with Word Processing, Excel, Databases, PowerPoints, Management Information Systems, Webpage Design, Desktop Publishing, and online collaborative networks. These skills help business education students to store, process, transmit, convert, duplicate, or retrieve information quickly. Information and Communication Technology (ICT) is one of the skills that a graduate needs to have to be successful when they start working.

Time management skills are a major key for successful organisations. Conceptually, it is a set of competencies that business education graduates acquire through increased knowledge and training. This comprises a variety of skills that will assist business education graduates in properly managing

their time, organisation, prioritization, goal-setting, communication; planning, delegating, and stress management are some of the most critical time management skills.

Teamwork abilities are defined as the capacity to collaborate effectively with others in order to achieve a common goal. This is accomplished through a collaborative method that enables ordinary people to create remarkable outcomes. Students in business education are expected to work together in groups to achieve common goals. Successful collaboration is dependent on synergism among all team members, which creates an environment in which everyone is motivated to give and participate in order to establish and maintain a positive, productive team environment.

Problem-solving skills are important prerequisites skills for business education students preparing for the world of work. This comprises the ability to examine information or circumstances, break them down into their key components, consider several approaches and resolutions, and choose the best one (Zeo, 2020). Employability skills assist business education students in determining the best course of action and evaluating possibilities based on logic and facts to arrive at a feasible solution. Students in business education could learn these skills and perform more successfully and efficiently with the assistance of industry. Therefore, the study examined the influence of internal quality mechanisms on the acquisition of employability skills by business education students in southwest tertiary institutions.

Internal Quality Mechanisms on the Acquisition of Time Management Skills

To achieve the intended objectives, time management entails planning and scheduling activities, prioritizing tasks, and assigning time to tasks in order of significance. Time management, according to Ana and Ugidos (2019), is a set of habits or teachable behaviours that can be learned by improving knowledge, training, or purposeful practice. This means that for students in business education to perform better, they must develop time-management skills. One of the criteria that determine a student's success at tertiary schools is their ability to manage their time effectively. According to Alyami et al. (2021), in both distance learning institutions and traditional systems, student achievement is determined by good time management at each step.

People with higher time management training, according to Häfner et al. in Ana and Ugidos (2019), can make a more equal allocation of time to tasks and better regulate procrastination. The ability of any business or institution to achieve its stated objectives is totally dependent on good time management. Lecturers' use of time has a significant impact on how they carry out their responsibilities, whether directly or indirectly. The ability to manage time has a significant impact on students' and lecturers' overall success. Students should work on improving their time management abilities by being more aware of how their attitudes, planning, and behaviours affect their academic progress. Students should be aware of their time-wasting and take responsibility for better time management. Students should be aware of how they use their time, particularly study time, which

should not be squandered in the face of diverse school activities. This can be accomplished through careful planning, which is critical in academic pursuits.

The importance of time management in a tertiary institution cannot be overstated. Students must develop effective use of time awareness in order to attain their goals, which may be regarded as a preparatory process for professional life in later years. The goal of time management is to improve the quality of activities completed in a restricted amount of time. It should be noted that the educational system's time is an important procedure that serves as a crossroads for many activities. Effective time management is a practical talent that can be learned through specialized activities that develop time management abilities, allowing for a smooth transfer from the school system to the working sector (Saninz, et al. 2019). This implies that the success of any higher institution depends mostly on efficient and effective management of time. Any tertiary institution's performance is totally dependent on feasible goals, or more specifically, those aims that can be fulfilled within a reasonable amount of time. Furthermore, time management without goals is like a hammer without a nail, while time management with goals is like a magic key to success. Through good time management, tertiary aims and objectives can be traced back to specific targets. Institutional effectiveness is best articulated by comparing its goals to a time-based structure. That is, success is impossible to achieve without effective time management.

Internal Quality Mechanisms on the Acquisition of Teamwork Skills

In this age of globalisation, education necessitates the development of both the intellect and the hands in order to satisfy the demands of employers. Education is critical for increasing learners' knowledge, competence, and skills so that they can become relevant and give their fair share to the advancement of the community in which they find themselves. Many people, including educators, policymakers, lecturers, the government, teachers, communities, and other stakeholders, have expressed concern over the school system's failure to meet its mandate of producing highly knowledgeable, skilled, and competent manpower to work in the various sectors of the Nigerian economy over the years. It was observed that there are skill gaps between higher education graduates and industries today. This is due to the difficulty in locating good workers who possess not only basic academic skills such as reading, writing, oral communication, and listening but also higher-level talents such as teamwork, problem-solving, and technology skills, to name a few.

According to Oluwalola (2019), employability skills are the non-technical abilities and knowledge required for effective involvement in the workforce. Teamwork skills, communication skills, self-management skills, problem-solving skills, and others are among these abilities. Skills needed by every industry are regarded as essential skills that are required by an industrial employer, such as foundation skills, which are based on theoretical and practical aspects of resolving emerging skill enhancement are integrated into the system (Suleiman, 2018 & Aloysius et al., 2018).

Rao (2011) elaborated on the varied approach that nurturing institutions should follow. He went on to say that a review of the curriculum, as well as teacher and student experiences, are all aspects that help students acquire employable skills. He further stated that the needs of the marketplace and education should be matched. Teachers should be knowledgeable about the market, the potential of their students, and how to realize those prospects. Work-integrated learning, cooperative learning, and mentoring programmes should all be available to students. When it comes to the current issues that graduates encounter in the job market, the employability skill gap is the most pressing issue that employees and employers face. Thus, because of the adoption of digitalization and technological growth, closing the skill gap can lead to professional advancement, increased efficiency, increased promotion opportunities, and increased employee retention.

According to Yasmeen-Bano (2019), the skill gap is the disparity between an employee's ability and an organisation's expectations. In today's economy, the competency gap is a major challenge for both individuals and employers. This void has arisen as a result of the introduction of new technologies and digitalization. Robles in Sohel (2019) said that employers desire the top ten soft skills. They include, among other things, integrity; communication; politeness; accountability; social competence; a positive mindset; expertise; agility; collaboration; and a good work ethic. Business leaders recognize soft skills as key traits in job applications, according to the author, and attempts to enhance these skills should be seen as an investment. Effective collaboration has the potential to boost students' academic performance, particularly in practicals where they must share knowledge. That is how teamwork may help students improve their academic achievement.

One of the most critical elements for success in a business school programme is teamwork. Teamwork is the ability of individuals to collaborate in order to achieve planned or shared objectives. Teamwork is defined by Nemanja et al. (2020) as a process in which team members use their individual knowledge, experience, and abilities in dynamic interaction with other team members to achieve the organisation's common goals, resulting in a synergistic impact. Because students can pool their knowledge to pursue certain goals, teamwork has the potential to improve academic achievement. Students with a strong sense of belonging will feel empowered and reap more rewards from the cooperative work they have committed to as a group. Teamwork, according to Boakye (2015), is a fuel that empowers ordinary people to achieve extraordinary outcomes. In order for any educational institution to succeed, collective action is universally recognized as a constructive influence. This suggests that students' capacity to succeed is dependent on collaborative efforts in practical work or other relevant courses or projects by business education students, which will result in a beneficial outcome.

Using cooperation to achieve success in a business education programme, on the other hand, requires careful consideration. Students' academic performance can be improved by combining abilities, knowledge, and an innovative manner of accomplishing a job with team cohesion and

teamwork quality. There are numerous advantages to having good cooperation abilities, including social skills that are required. Essential communication and social skills, such as active listening and effective speaking, are taught through teamwork. Students learn how to listen to their lecturers in order to accomplish their separate tasks and function as a unit when working in groups. As a result of this, they gained confidence in their ability to convey their thoughts and opinions, as well as a high degree of understanding and respect for others. Teamwork enhances the acquisition of necessary abilities, resulting in increased academic success for students. Although students are not always gifted, the weak learn from the strong through interaction and collaborative task efforts.

According to Mitashree (2018), the following are the advantages that students can gain from team spirit:

Teamwork Boosted Creativity and Learning: Students shared information from one another's contacts, skills, talents, and abilities, resulting in a learning experience. Students' self-confidence grows as a result of their ability to work in groups and understand that their opinions are recognized and accepted. Students are more likely to participate in group activities as a result of this. Furthermore, the team's quietest and most introverted members will become active participants and learn to appreciate team activities.

Teamwork fosters trust: It fosters strong relationships, providing a sense of security and fostering coherence. Furthermore, each student recognizes the distinct abilities that they possess, which aids them in moving forward. This also helps them to deepen their bonds with one another.

Teamwork Helps to Resolve Disputes: It is amazing how opinions clash when students work together. Furthermore, team members have a variety of lives, habits, and working methods, which may clash with those of other team members, resulting in ego clashes and disputes. As a result, in order for students to collaborate, they may have to engage in conflict. Disagreements and collaboration are inextricably linked, and working cooperatively does not imply avoiding conflicts, but rather discussing them openly to benefit their shared efforts (Tjosvold, 2015).

Prepare Students for Future Success: Teamwork prepares students for success outside of the classroom, especially in the twenty-first century when skill development is vital to the success of any organisation where individuals must work closely together. Employers like to hire employees who have proven their ability to work as part of a team for this reason. Collaborative work while working with others in a team-based environment can make students' school experiences more beneficial and enjoyable. They would do better at work and grow in their careers as a result.

In the light of the foregoing assertion, inadequate demonstration of these skills negates the quality that business education programme is lacking. It is expected to bring the desired results in meeting the employers' needs, which will enable business education graduates to succeed in any industry and find work in competitive labour markets.

Internal Quality Mechanisms on the Acquisition of Problem-solving Skills

Higher education is the result of a number of subsystems that work together to integrate the relationships between many individual factors and stakeholders. Internal quality assurance focuses on an institution's internal structures and procedures, and it must be done in a way that considers external conditions and requirements. Graduate employability has been identified as a key goal of higher education. Accreditation of higher education organisations demonstrates that the contribution accorded to employability is a clear indicator of educational quality. According to the World Bank (2013), higher education is critical for all developing nations if they are to thrive in a global economy where knowledge has become a critical competitive advantage. The quality of knowledge generated in higher education institutions is essential to national competitiveness. Only a high-quality education can sharpen individuals' minds and help improve society economically, socially, and politically. Countries can achieve sustainable growth by upgrading the capabilities of their human resources through higher-level training.

Advanced personnel training has been identified as a critical tool for national growth. Such high-quality education allows business school students to learn skills and procedures that may be applied to improve human productivity, creativity, competence, initiative, innovation, and inventiveness (Asiyai, 2013). As a result, teaching employability skills such as teamwork, critical thinking, ICT skills, problem-solving skills, and so on, is one way to improve the quality of higher education at tertiary institutions today. According to Ezeugbor in Ibrahim (2016), higher education serves three purposes: teaching students' minds, doing research, and acknowledging achievements. With these objectives in mind, the significance of educational quality and relevance in any tertiary institution cannot be overstated.

One of the primary skills that business school students are expected to do both academically and in real-life situations is problem-solving. It is critical to remember that among the goals of higher institutions is to develop students capable of using what they have learned in the classroom in real-life situations. Problem-solving abilities are a necessary talent for students to learn in order to recognize a problem and provide a proven solution to that problem. Emeasoba and Nwatarali (2020) said that the ability to solve problems and make decisions is of significant value to businesses. New methods of doing things require the ability to plan, organise, develop, and think innovatively. It is also the act of progressing toward a goal when the path to the objective is unpredictable. (Saygili, 2017). As a result, acquiring adequate problem-solving skills will equip business education students to tackle issues that employers of labour may pose to them and to develop long-term solutions to such challenges.

Kapur (2020) highlighted measures for improving problem-solving skills for business education students, which include:

Acquire Technical Knowledge in One's Field: Business education students must be well-informed about the value of hard skills that are relevant to their field of specialization as a primary means of improving problem-solving abilities.

Look for problem-solving opportunities: There are a variety of options available when it comes to finding answers to difficulties. However, these possibilities must be investigated. When business education students are stumped, they should seek advice from family, friends, coworkers, employers, and directors, among others. However, seeking out ways to solve problems is a crucial step in improving problem-solving abilities.

Implement Problem-Solving Techniques and Role Playing: Problem-solving techniques play a vital role in discovering solutions and improving problem-solving skills. When students in business education participate in practice, they are able to propose answers to a variety of problems that may arise. Analytical, critical, technical, logical, technological, mechanical, unintelligent, and so on are examples of these. This requires a methodical approach.

Observe How Others Provide Solutions to Problems: This strategy aids in the development of problem-solving abilities. This method teaches students in business education to study the fundamentals of learning and how to find appropriate answers to challenges. They evaluate correct tactics and strategies through this observation method in order to get the intended results.

Put the Focus on the Solution, Not the Problem: In this case, the focus is on the solution, not the problem. This allows them to find solutions to any challenges they may experience during their studies. Students in business school are able to avoid all forms of negativity and negative consequences on their route to success by doing so. Furthermore, focusing on the solution rather than the problem will aid in the resolution of psychological issues such as worry, stress, and frustration.

Define and Comprehend the Issue Clearly: The business students must properly articulate the problem in order to understand it efficiently and effectively. To do this, some tactics must be considered. This includes writing down the problem in simple terms, conducting research using the internet and other sources, communicating with supervisors, instructors, fellow students, colleagues, and so on; focusing completely and conducting analysis in terms of the areas that need to be improved; generating solutions; evaluating the solutions; identifying limitations and providing solutions to them; implementing the solution, and ensuring its effectiveness.

Develop Logical Thinking: Logical thinking is the process of analyzing situations and drawing conclusions. This also necessitates the application of reasoning skills to objectively examine a situation. Individuals' knowledge of processes and procedures that must be implemented in order to advance will be enhanced as a result of this. The two concepts of logical thinking and logical thinking are not interchangeable. Students in business education can use logical thinking and a logical way of thinking to generate awareness in a creative approach.

Develop Analytical Skills: Analytical skills have played an important role in solving logical, critical, methodical, systematic, investigative, and diagnostic problems. These issues typically arise as a result of educational programs being pursued. Students in business education must devise techniques and procedures for attaining analytical skills and put them into action.

Create as Many Solutions as Possible: They can come up with a variety of ways to solve the challenges they are facing. The primary goal of measuring is to generate a large number of solutions to a certain problem.

Instill the Values of Diligence, Resourcefulness, and Conscientiousness: It is essential to make an attempt to instill initiative, resourcefulness, and conscientiousness in all students in higher education and other fields. From an early age, people are taught that developing these qualities would improve their lives, help them perform well at work, and help them achieve their personal and professional goals. Additionally, these characteristics are crucial for the development of problem-solving skills. One of the simplest methods to evaluate problem-solving skills is to instill the traits of tenacity, ingenuity, and diligence.

The following steps of effective problem-solving have been identified by Saygili (2017): (a) Identifying the Issue: Recognize the existence of an issue, comprehend the source of the problem, and describe the problem at hand. It is also the act of moving toward a goal when the path to the destination is uncertain; (b) Arranging the Problem: This includes rigorous observation, examination, fact-gathering, and the formation of a clear image of the problem as well as increased comprehension; (c) Finding Potential Solutions: At this stage, each group member is given the opportunity to share their thoughts on a potential solution; (d) Making a Decision: This stage includes a thorough evaluation of all the options and choosing the best course of action; (e) Implementation: This stage entails accepting and putting the plan into effect; and (f) Monitoring/Obtaining Feedback: This stage comprises tracking the results of problem resolution through time and soliciting feedback on the success of the chosen solution's outcomes.

Furthermore, problem-solving ability has been shown to be one of the most important tools for professional and personal success. It is a method of looking for the best answers to problems while at work. This refers to a student's ability to recognize problems, examine them rationally, make decisions based on facts, discover practical and novel ideas, and follow a strategy to solve them without becoming depressed. According to Saygili (2017), in order to be effective in problem-solving skills, one is likely to require several other critical talents such as creativity, discoverable abilities, teamwork, emotional intelligence, risk management, and decision-making.

Graduates of business education must agitate for ways to acquire effective problem-solving skills before and after graduation in order to engage effectively in the global community in the twenty-first century and in the age of globalization. Students that are good at addressing problems use both

analytical and creative thinking. These students are capable of making judgments and confidently facing obstacles in the workplace. They can also quickly identify problems and potential remedies, as well as the factors and forces that may have contributed to the problem, and put in place modifications to mitigate future concerns. In a nutshell, the development of problem-solving skills in pupils has resulted in several benefits that cannot be overlooked, including the ability to: (a) organize, plan, and take necessary action; (b) recognize viable solutions to the problem; (c) work under stress; and (d) take a chance.

Lecturers must appropriately support business education students in offering solutions to their problems, particularly during the course of the educational programme, when it comes to problem-solving. Lecturers in business education programmes at all levels must use teaching-learning methodologies and instructional strategies to help students become competent problem-solvers. Lecturers must teach a way of thinking that is unrelated to specific or pre-solved problems, or to any particular material or information. Students and individuals must receive effective training in problem-solving techniques. As a result, individuals can effectively improve their problem-solving skills through the acquisition of appropriate training and teaching. This implies that problem-solving skills are a process rather than a product and that, if given the opportunity, business school students can build issue-solving skills on their own.

Statement of the Problem

Many higher education systems urge schools to use a number of techniques to link with the world of business in an effort to lessen the extreme unemployment and inadequacy at work among students of business education. The issues surrounding graduate employability should be examined not only in terms of the role of HEIs in responding to labour market demands, but also in terms of other factors that are likely to have an influence. In view of the fact that they lack the expected employability skills demanded by labour employers, the majority of today's graduates are of questionable quality.

National University Commission in Adebayo's (2019) postulated that the labour force preconceptions of students graduating from Nigerian tertiary institutions, there were thousands of unemployed graduates wandering the streets, and those who were fortunate enough to find work had to undergo remedial training to bridge the huge knowledge and skills gaps left over from university training. This defies the underlying idea of tertiary education, which is fundamentally a business aimed at producing high-quality personnel for the development of the nation. When all other required steps have been taken, such as recruiting qualified employees, revamping curricular content to suit societal standards, and providing enough basic infrastructures for quality education, the university's internal quality mechanisms can be realized. However, complaints persist about the effectiveness of the programme especially business education graduates in meeting the demand of the labour market.

However, higher education should be a place where people can gain information through formal education, such as teaching, training, and skill transfer, in order to face the current problems in the world of work. It is on this premise that the researcher decides to embark on this study

Purpose of the Study

The main purpose of this study is to examine the influence of internal quality mechanism on acquisition of employability skills of business education students in tertiary institutions. The specific purposes are to:

1. examine the extent to which internal quality mechanisms influences the acquisition of time management skills among business education students;
2. determine the extent to which internal quality mechanisms influences the acquisition of teamwork skills among business education students; and
3. examine the extent to which internal quality mechanisms influences the acquisition of problem-solving skills among business education students.

Research Questions

The following research questions raised guided the study:

1. To what extent do internal quality mechanisms influence the acquisition of time management skills among business education students?
2. To what extent do internal quality mechanisms influence the acquisition of teamwork skills among business education students?
3. What is the influence of the internal quality mechanisms on the acquisition of problem-solving skills among business education students?

Research Hypotheses

The following research hypotheses were formulated and tested at 0.05 level of significance:

H₀₁: There is no significant difference between the mean ratings of male and female respondents regarding the influence of internal quality mechanisms on acquisition of time management skills among business education students in southwest Nigeria.

H₀₂: There is no significant difference between the types of institutions on the mean ratings of lecturers and students on influence of internal quality mechanisms on acquisition of problem-solving skills among business education students in southwest Nigeria

H₀₃: There is no significant difference between the types of institutions on the mean ratings of lecturers and students on influence of internal quality mechanisms on acquisition of problem-solving skills among business education students in southwest Nigeria.

Methodology

This study adopted a survey research design, this because it involved collection of data from respondents scattered at various institutions. The population of the study comprised 353 business educators and 4,321 final-year students for the 2020/2021 academic session in federal and state-owned tertiary institutions in southwest Nigeria. The target population for the study comprised 189 business educators in these institutions and 2,691 students offering business education and related courses at first-degree, college of education, and Higher National Diploma (HND) levels, respectively. A total sample of 484 respondents comprising lecturers and students was selected for the study. A multi-stage sampling technique was used for this study. Purposive random sampling technique was used to select 13 tertiary institutions offering business education courses because the study focused on business education. Purposively, four universities, five colleges of education and four polytechnics from both federal and state-owned tertiary institutions were selected. Business educators and business education students were selected using the Taro Yamane sample size formula. The stratified sampling technique was used to proportionally choose 357 final-year students and 127 business educators. Three research questions guided the study and three null hypotheses were tested at 0.05 level of significance. The responses pattern adopted for the questionnaire was four-point scale of High Extent = 4 (HE), Moderate Extent = 3(ME), Low Extent =2 (LE) and No Extent =1 (NE). The questionnaire was validated by three research experts from the institutions who were requested to vet the instrument base on language, clarity and relevance. Their comments were considered in enriching the worth of the instrument. The reliability of the instrument was ensured using the Cronbach alpha method, and the result yielded a reliability coefficient of 0.83 which was high enough to be reliable. Mean and standard deviation were used to answer the research questions, while the hypotheses were tested using t-test independent sampling at 0.05 level of significance.

RESULTS

Research Question One: To what extent does internal quality mechanism influence the acquisition of time management skills among business education students?

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Table 1: Mean and standard deviation of responses on the extent of influence of internal quality mechanisms on the acquisition of time management skills among business education students

S/N	Internal quality mechanisms on the acquisition of time management skills among business education students	Mean	Std	Remark
1.	Arriving at work punctually	3.44	0.80	Moderate Extent
2.	Allocating time efficiently to tasks	3.36	0.79	Moderate Extent
3.	Meeting deadlines	3.32	0.76	Moderate Extent
4.	Focusing on work schedules to obtain good results	3.36	0.77	Moderate Extent
5.	Setting clear priority	3.26	0.83	Moderate Extent
6.	Prompt attending to work issues	3.17	0.88	Moderate Extent
	Weighted Mean and Std	3.32	0.81	Moderate Extent
	Weighted Mean and Std	3.32	0.81	Moderate

Data in Table 1 reveals that the following time management skills are moderately influenced by internal quality mechanisms: arriving at work punctually (mean = 3.44), allocating time efficiently to tasks (mean = 3.36), meeting deadlines (mean = 3.32), focusing on work schedules to obtain good results (mean = 3.36), setting clear priorities (mean = 3.26), and prompt attention to work issues (mean = 3.17). The Table shows that all the six items have standard deviations ranging from 0.76 to 0.88, which is below the fixed value of 1.96. This means that the responses are not widespread and are highly grouped around the mean. The data analysed in Table 1 reveals that time management skills are moderately influenced by internal quality mechanisms among business education students (mean = 3.32, SD = 0.81).

Research Question Two: To what extent does internal quality mechanisms influence the acquisition of teamwork skills among business education students?

Table 2: Mean and standard deviation of responses on the extent of influence of internal quality mechanisms on the acquisition of teamwork skills among business education students

S/N	Internal quality mechanisms on the acquisition of teamwork skills among business education students	Mean	Std	Remark
1.	Placing team goals ahead of own goals	3.47	0.71	Moderate Extent
2.	Empathizing with others	3.27	0.72	Moderate Extent
3.	Getting along easily with other people	3.22	0.82	Moderate Extent
4.	Working cooperatively with others	3.19	0.83	Moderate Extent
5.	Appreciate member unique capabilities	3.27	0.82	Moderate Extent
6.	Enjoy working as part of a team	3.27	0.79	Moderate Extent
	Weighted Mean and Std	3.38	0.78	Moderate

Table 2 data shows that internal quality mechanisms have a moderate influence on the following teamwork skills: putting team goals ahead of own goals (mean = 3.47), empathizing with others (mean = 3.27), getting along well with other people (mean = 3.22), working cooperatively with others (mean = 3.19), appreciating each member's unique skills (mean = 3.27), and enjoying working as part of a team (mean = 3.27). The Table shows that all the six items have standard deviations ranging from 0.71 to 0.83, which is below the fixed value of 1.96. This implies that the responses are not too widespread from the mean and were highly clustered around the mean. The data in Table 2 shows that internal

quality mechanisms have a moderate influence on business students' teamwork skills (mean = 3.28, SD = 0.81).

Research Question Three: What is the influence of internal quality mechanisms on the acquisition of problem-solving skills among business education students?

Table 3: Mean and standard deviation of responses on the influence of internal quality mechanisms on the acquisition of problem-solving skills among business education students

S/N	Internal quality mechanisms on the acquisition of teamwork skills among business education students	Mean	Std	Remark
1.	Solving problems with minimal assistance from others	3.44	0.80	Moderate Extent
2.	Resolving conflicts with others	3.28	0.77	Moderate Extent
3.	Providing novel solutions to problems	3.21	0.78	Moderate Extent
4.	Listening to people's complaints	3.38	2.08	Moderate Extent
5.	Adopting a learning mindset	3.16	0.84	Moderate Extent
6.	Applying knowledge from many different areas in solving problems	3.16	0.87	Moderate Extent
	Weighted Mean and Std	3.35	1.02	Moderate Extent
	Weighted Mean and Std	3.35	1.02	Moderate

Table 3 data reveals that the following problem-solving skills are moderately influenced by internal quality mechanisms: solving problems with minimal assistance from others (mean = 3.33), resolving conflicts with others (mean = 3.28), providing novel solutions to problems (mean = 3.21), listening to people's complaints (mean = 3.38), adopting a learning mindset (mean = 3.16), and applying knowledge from many different areas in solving problems (mean = 3.16). The table shows that all 6 items have standard deviations ranging from 0.71 to 0.83, which is below the fixed value of 1.96. This implies that the responses are not too widespread from the mean. More so, the points are highly grouped around the mean. The data in Table 3 shows that internal quality mechanisms have a moderate influence on business students' problem-solving skills (mean = 3.25, SD = 1.02).

H₀₁: There is no significant difference between the mean ratings of male and female respondents regarding the extent of influence of internal quality mechanisms on time management thinking skills among business education students.

Table 4: Summary of t-test of the difference between the mean rating of male and female respondents regarding the extent of influence of internal quality mechanisms on time management skills among business education students

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Male	217	19.81	3.29	0.61	482	0.542	NS
Female	267	19.99	3.1				

Source: Field Survey, 2022

Table 4 data shows that there are about 217 male and 267 female respondents. The mean rating of the female respondents was higher than that of the males (Mean = 19.99; SD = 3.10) and males (Mean = 19.81; SD = 3.29). The Table shows that there is no significant difference between the mean

ratings of males and females regarding the influence of quality mechanisms on time management skills among business education students ($t_{482} = 0.610$, $p = 0.542$). Therefore, the hypothesis, which stated that there is no significant difference between the mean ratings of male and female respondents regarding the extent of the influence of internal quality mechanism on time management skills among business education students, is not rejected. This indicates that male and female respondents do not differ significantly regarding the extent of the influence of the internal quality mechanisms on the time management skills of business education students.

H_{02} : There is no significant difference between the mean ratings of respondents regarding the extent of influence of internal quality mechanisms on team work skills among business education students based on school type.

Table 5: Summary of descriptive analysis of the difference between the mean ratings of respondents based on school types regarding the extent of influence of internal quality mechanisms on teamwork skills among business education students

Group	N	Mean	SD
University	193	18.61	3.03
Polytechnic	90	20.03	3.09
College of Education	201	20.57	2.49

Source: Field Survey, 2022

Data in Table 5 shows that there are about 193 university respondents, 90 polytechnic respondents, and 201 College of Education respondents with the mean ratings (Mean = 18.61; SD = 3.03), (Mean = 20.03; SD = 3.09), and (Mean = 20.57; SD = 2.49).

Table 6: Summary of ANOVA of the difference between the mean ratings of respondents based on school types regarding the extent of influence of internal quality mechanisms on teamwork skills among business education students

Group	Sum of Squares	Df	Mean Square	F-cal	p-value	Decision
Between Groups	391.949	2	195.974	24.419	0.0005	S
Within Groups	3860.32	481	8.026			
Total	4252.26	483				

Source: Field Survey, 2022

Table 6 data reveals that there is no significant difference in the mean ratings of the school types regarding the influence of quality mechanisms on teamwork skills of business education students ($F = 24.419$, $p = 0.0005$). Therefore, the hypothesis, which states that there is no significant difference in the mean ratings of school, types regarding the extent of the influence of internal quality mechanisms on teamwork skills among business education students, is accepted. This indicates that the respondents differ significantly regarding the extent of the influence of internal quality mechanisms on the teamwork skills among business education students based on school location.

H₀₃: There is no significant difference between the type of institutions on the mean ratings of lecturers and students on the influence of internal quality mechanisms on problem-solving skills among business education students in southwest, Nigeria.

Table 7: Summary of t-test of the difference between the mean ratings of lecturers and students on the influence of internal quality mechanisms on problem-solving skills among business education students

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Lecturers	128	20.27	3.42	3.402	482	0.001	S
Students	356	19.11	3.24				

Source: Field Survey, 2022

Data in Table 7 reveals that there are about 128 lecturers and 356 students. The mean rating of the lecturers (Mean = 20.27; SD = 3.42) is higher than that of the students (Mean = 19.11; SD = 3.24). The Table shows that there is no significant difference between the mean ratings of lecturers and students on the influence of internal quality mechanisms on problem-solving skills of business education students ($t_{482} = 3.402$; $p = 0.001$). Hence, the hypothesis, which states that there is no significant difference between the mean ratings of students and lecturers on the influence of internal quality mechanisms on problem-solving skills of business education students, is therefore rejected. This indicates that lecturers and students differ significantly regarding the extent of the influence of internal quality mechanisms on problem-solving skills among business education students.

DISCUSSION OF THE FINDINGS

Findings from research question one showed that internal quality mechanisms had a moderate influence on the time management skills of business education students. This was accomplished as a result of lecturers assigning students to time-bound practical courses related to their goals, allowing them to work on goal setting and time management. The findings are also supported by the findings of Saninz et al. (2019), who reported that the importance of time management in tertiary institutions cannot be overstated. Students must develop effective use of time awareness in order to attain their goals, which may be regarded as a preparatory process for professional life in later years. The goal of time management is to improve the quality of activities completed in a restricted amount of time. It should be emphasized that the educational system's time is an important procedure that serves as a crossroads for many activities. Effective time management is a practical talent that can be learned through specialized activities that develop time management abilities, allowing for a smooth transfer from the school system to the working sector. It is worth noting that the success of business education students depends mostly on efficient and effective management of time.

Findings from research question two revealed that the acquisition of teamwork skills was moderately influenced by internal quality mechanisms among business education students. This was due to the fact that students were permitted to handle some tasks by clustering together to work as a

group. This has the potential to instill teamwork skills in the students. This finding of the study agrees with the findings of Boakye (2015), who reported that teamwork is a fuel that empowers ordinary people to achieve extraordinary outcomes. In order for any educational institution to succeed, collective action is universally recognized as a constructive influence. This suggests that students' capacity to succeed is dependent on collaborative efforts in practical work or other relevant courses or projects by business education students, which will result in a beneficial outcome. One of the most critical elements for success in a business school programme is teamwork. Nemanja et al. (2020) also reported that teamwork is a process in which team members use their individual knowledge, experience, and abilities in dynamic interaction with other team members to achieve the organisation common goals, resulting in a synergistic impact. These findings align with the opinion of the researcher that students with a strong sense of belonging will feel empowered and reap more rewards from the cooperative work they are committed to as a group. The ability of business education students to collaborate in order to achieve planned or shared objectives is the spirit of unity.

Findings from research question three revealed that internal quality mechanisms moderately influenced the acquisition of problem-solving skills among business education students. Students' problem-solving abilities must have been developed by allowing them to provide solutions to various tasks on their own with less supervision from their lecturers. This finding corroborates the submission of Emeasoba and Nwatarali (2020), who hold the fact that the ability to solve problems and make decisions is a great benefit to companies. New methods of doing things require the ability to plan, organize, develop, and think innovatively. It is the process of advancing toward a goal when the way to the objective is uncertain. Also, NUC in Adebayo (2019) reported that an assessment study on the labour market expectations of graduates from Nigerian tertiary institutions showed that there were thousands of unemployed graduates roaming the streets, and those who were fortunate enough to find work had to undergo remedial training to bridge the huge knowledge and skills gaps left over from university training.

The finding of the study from hypothesis one found that the mean ratings of male and female respondents do not differ significantly regarding the extent of the influence of the internal quality mechanism on the time management skills of business education students. The difference in the mean rating is insignificant at 0.18. This implied that the males and females agreed that internal quality mechanisms affect the time management skills of business education students. Both genders believe that internal quality mechanisms have an effect on time management skills because when lecturers use their time wisely in carrying out their responsibilities, it has a positive impact on the students. Alyami et al. (2021) reported that the success of students is determined through the effective utilization of time at each phase in distance learning institutions and regular systems. The finding of the study from hypothesis one found that the mean ratings of male and female respondents do not differ significantly regarding the extent of the influence of the internal quality mechanism on the time management skills

of business education students. The difference in the mean rating is insignificant at 0.18. This implied that the males and females agreed that internal quality mechanisms affect the time management skills of business education students. Alyami et al. (2021) reported that the success of students is determined through the effective utilization of time at each phase in distance learning institutions and regular systems. Ana and Ugidos (2019) opined that people with more training in relation to time management are able to make a more equitable allocation of time to tasks and better control procrastination. The success of any organisation or institution in achieving its stated goals depends solely on the effective management of time. The use of time has a broad influence on lecturers in discharging their duties directly or indirectly. The acquisition of time management skills has a great impact on the overall performance of males and females. Also, the goal of time management is to improve the quality of the things you do in a limited amount of time.

The study also found from hypothesis two that the school types differ significantly in their mean rating regarding the extent of the influence of internal quality mechanisms on teamwork skills of business education students. This implies that universities, polytechnics, and colleges of education differ in their agreement on the students' teamwork skills being influenced by internal quality mechanisms. This could be because the institutions' visions and missions differ. Polytechnics are more practical than universities and colleges' education. Boakye (2015) viewed teamwork as a fuel that helps ordinary individuals achieve extraordinary results. Collective action is widely acknowledged as a motivating factor for the success of teamwork in any educational setting. This indicates that students' ability to achieve success lies in collaborative efforts put together in practical work or other related courses or projects by business education students will yield a positive result. Tjosvold (2015) opined that conflicts and teamwork go together and that working cooperatively does not mean avoiding conflicts, but discussing them open-mindedly to aid their joint work. Nemanja et al. (2020) regarded teamwork as a process in which members of the team work together to achieve the common objectives of the organization in order to create a synergistic impact. Through dynamic contact with other team members, the individuals of the team use their unique knowledge, experience, and skills in this process. Teamwork has the potential to improve students' academic performance because they can put their knowledge together to achieve certain goals. Teamwork will give students more power and help them get more out of the work they do as a group.

Finally, the study revealed from hypothesis three that lecturers and students differ significantly regarding the extent of the influence of internal quality mechanisms on the problem-solving skills of business education students. This implies that there is a wide gap in the agreement of lecturers and students with a mean of 1.16 on the problem-solving skills of business education students being influenced by internal quality mechanisms. This is due to present-day students' unwillingness to convert their classroom experience into a real-life situation. They prefer to be spoon fed to working out solutions on their own. Zeo (2020) stated that problem-solving skills are one of the prerequisites

and important skills for business education students preparing for the world of work. This skill includes the ability to evaluate information or situations, break them down into their key components, consider various ways of approaching and resolving them, and decide on the most appropriate one.

Furthermore, Adebayo (2019) found that labour market expectations of graduates from Nigerian tertiary institutions revealed that there were scores of unemployed graduates roaming the streets, and more embarrassingly, those who were lucky enough to secure employment had to undergo remedial training in order to bridge the huge knowledge and skills gaps left over from university training. This tends to negate the tenet of university education, which is essentially an industry established to produce a quality workforce for national development. The internal quality mechanism of the university can be achieved when all other necessary things have been put in place, such as recruitment of qualified personnel, overhauling of curriculum content to meet the expectations of society, and provision of adequate infrastructural facilities for quality teaching and learning to take place. Saygili (2017) noted that in order to be effective in problem-solving skills, one is likely to need some other key skills, which include: creativity, researchable skills, teamwork skills, emotional intelligence, risk management and decision-making.

CONCLUSION

Based on the findings of this study, it was concluded that internal quality mechanisms had a moderate influence on the time management skills of business education students. This was accomplished by lecturers assigning students to time-bound practical courses related to their goals, giving them the opportunity to work on goal setting and time management. Internal quality mechanisms had a moderate influence on the acquisition of teamwork skills among business education students. This was because students were allowed to handle some tasks by clustering together to work as a group. Furthermore, internal quality mechanisms influenced the acquisition of problem-solving skills among business education students in a moderate way. Students' problem-solving skills must have been honed by giving them the opportunity to complete various tasks on their own with less supervision from lecturers.

This will result in high-quality teaching and learning, preparing business education students to meet the global demands of the twenty-first century. As a result, the problems of graduates' unemployment will be reduced, and employers' demand in the labor market will be met.

RECOMMENDATIONS

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

1. Lecturers should regularly give tasks to students, especially in practical-oriented courses with deadlines, to help them understand the importance of goal-setting and time management in their day-to-day activities.

2. Students should also be given tasks that require them to work and proffer solutions jointly. This will build the teamwork spirit in them that is needed for employment.
3. Business education students should be exposed to activities that will help them build problem-solving abilities that will allow them to function well in any organisation they find themselves in and keep their jobs in this competitive world.

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