

Influence of internal quality mechanisms on acquisition of employability skills by business education students in tertiary institutions, Nigeria

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ABSTRACT

The study investigated internal quality mechanisms for business education students in Nigerian tertiary institutions to acquire employable skills. The study design employed was a descriptive survey. The mean and standard deviation were used to answer the three objectives, null hypotheses were examined using an independent sample t-test and linear regression for the main hypothesis at the 5% level of significance. The time management, teamwork, and problem-solving abilities of business education students were moderately impacted by internal quality mechanisms. The mean assessments of male and female respondents on the impact of internal quality systems on time management abilities varied significantly.

KEYWORDS

Internal quality mechanisms, employability skills, time management skills, teamwork skills, problem-solving skills

RÉSUMÉ

L'étude porte sur les mécanismes de qualité interne permettant aux étudiants en commerce des établissements d'enseignement supérieur nigériens d'acquérir des compétences employables. La conception de l'étude employée était une enquête descriptive. La moyenne et l'écart-type ont été utilisés pour répondre aux trois objectifs, les hypothèses nulles ont été examinées à l'aide d'un test t sur échantillon indépendant et d'une régression linéaire pour l'hypothèse principale au niveau de signification de 5 %. Les mécanismes de qualité interne ont eu un impact modéré sur la gestion du temps, le travail d'équipe et les capacités de résolution de problèmes des étudiants en formation commerciale. Les évaluations moyennes des répondants masculins et féminins concernant l'impact des systèmes de qualité interne sur les capacités de gestion du temps varient de manière significative.

MOTS CLÉS

Mécanismes de qualité internes, compétences en matière d'employabilité, compétences en matière de gestion du temps, compétences en matière de travail d'équipe, compétences en matière de résolution de problèmes

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, and as 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) said 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 expected of graduates during their studies.

Internal quality assurance mechanisms of tertiary institutions can be achieved when all other necessary prerequisites have been put in place, such as the recruitment of qualified personnel, the overhauling of curriculum content to meet the expectations of society, and the 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 goals are appropriate and are being achieved. Business education is a course of study that teaches accounting, marketing, and office technology and management skills. It equips students with the competencies, knowledge, and attitudes needed to function effectively in their field of work. The primary goal of the 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 mechanism used to measure the internal quality of tertiary institutions 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 higher institution products in order to equip the students with the right types of employability skills.

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. 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 need to have to be successful when they start working.

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 Sainz et al. (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 determines a student's success at tertiary schools is their ability to manage their time effectively. Alyami et al. (2021) said that 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 Sainz et al. (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 an 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 limited 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 (Sainz et al. 2019). This implies that the success of any higher education institution depends mostly on efficient and effective management of time. Institutional effectiveness is best articulated by comparing its goals to a time-based structure.

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. Oluwalola (2019) affirmed that 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. 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 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.

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. Students can pool their knowledge to pursue certain goals, teamwork has the potential to improve academic achievement. Learners 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.

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 skills, including social skills that are required. Essential communication and social skills, such as active listening and effective speaking, are taught through teamwork. Teamwork enhances the acquisition of necessary abilities, resulting in increased academic success for students. Although students are not always gifted, interaction and collaborative task efforts allow the weak to learn from the strong. Mitashree (2018) highlighted benefits derived from team spirit: (a) Teamwork increased creativity and learning. (b) Teamwork increases trust by fostering strong relationships that provide a sense of security and coherence. (c) Teamwork helps resolve disputes, and (d) it prepares students for future success. In the light of the foregoing assertion, inadequate demonstration of these skills negates the quality that a 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. The accreditation of higher education organisations demonstrates that the contribution accorded to employability is a clear indicator of educational quality. 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. Ezeugbor in Ibrahim (2016) said that 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.

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. As a result, developing adequate problem-solving skills in business education will prepare students to deal with issues that employers may present to them and to devise long-term solutions to such challenges. 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 (Zoe, 2020). Saygili (2017) identified the following problem-solving steps:(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.

Therefore, quality education among business education graduates must make provision for quality, equity and efficiency. Gender goes beyond an individual's biological sex in the educational system. It implies socially created roles, behavior, activities, and qualities that a given society believes to be proper for male and female relationships at a specific time and place. Eklund et al. (2017) said that gender is an individual difference trait that affects how people see themselves, are perceived by others, and behave in a variety of circumstances. This involves how people interact with one another and the social obligations they have to uphold in a society. The educational system is likewise affected by this. Males are thought to do academically better than females. It is on this premise that the researcher decides to embark on this study. The following objectives have been formulated 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.

HYPOTHESES

Main Hypothesis

Ho: There is no significant relationship between internal quality mechanisms on acquisition of employability skills by business education students in tertiary institutions, Nigeria.

Null Hypotheses

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

Ho₁: 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.

Ho₂: 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 team-work 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.

METHOD

This study adopted a survey research design because it involved the 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 the 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. A purposeful 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 the 0.05 level of significance. The response pattern adopted for the questionnaire was a 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 based on language, clarity, and relevance. Their comments were considered to enrich 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 null hypotheses were tested using independent sample t-test and linear regression for the main hypothesis at 0.05 level of significance.

FINDINGS

This part discusses a comprehensive result of the analysis made from data collected in this study.

Objective 1: Examine the extent to which internal quality mechanisms influences the acquisition of time management skills among business education students.

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 giving prompt attention to work issues (mean = 3.17). The table shows that all 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).

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	Item	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

Objective 2: Determine the extent to which internal quality mechanisms influences 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	Item	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 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 are 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 = 3.38, SD = 0.78).

Objective 3: Examine the extent to which internal quality mechanisms influences the acquisition of problem-solving skills among business education students.

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 0.77 to 0.87, which is below the fixed value of 1.96. This implies that the responses do not deviate too far 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).

TABLE 3

Reveals 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	Item	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

Hypotheses Testing

Linear Regression Analysis

This part presents the linear regression finding that measures the internal quality mechanisms variables on acquisition of employability skills by business education students in tertiary institutions, Nigeria.

TABLE 4

Linear Regression of Internal Quality Mechanisms and employability skills

Model	Sum of Squares	Df	Mean Squares	F	Sig.	Decision
Regression	30322.983	1	30322.983	197.305	0.0005	Significant
Residual	74076.565	482	153.686			
Total	103477.548	483				
	Coefficients	Standard Error	t	p-value		
Intercept	54.798	4.484	12.221	0.0005		
Internal Quality Mechanism	0.669	0.048	14.047	0.0005		
Regression Statistics						
R = 0.541, R-Squared = 0.293, Adjusted R-Squared = 0.292, Standard Error Estimate = 12.397						

Table 4 shows the output of the regression analysis of the influence of internal quality mechanisms on acquisition of employability skills by business education students in tertiary institutions, Nigeria. It shows that $F_{(1,476)} = 197.305$, $p\text{-value} = 0.0005 < 0.05$. This means that internal quality mechanisms have a significant influence on the acquisition of employability skills by business education students in tertiary institutions, Nigeria. The Adjusted R-square = 0.292. This implies that internal quality mechanisms explained 29.2% of the variation in

employability skills. The regression model is expressed as $\hat{y} = 54.798 + 0.669x$, which is written as Employability Skills = 54.798 + 0.669 * Internal Quality Mechanisms. This means that for each additional internal quality mechanisms, the employability skills by business education students in tertiary institutions, Nigeria will be increased by 0.669.

Independent sample t-test and ANOVA were used to analyse the difference between and among the factors of the independent and dependent variables.

H₀₁: There is no significant difference between the mean ratings of male and female of internal quality mechanisms on time management skills.

TABLE 5

Summary of t-test of the difference between the mean rating of male and female of internal quality mechanisms on time management skills

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 5 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 mechanisms 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.

H₀₂: There is no significant difference between internal quality mechanisms on team work skills based on school type.

TABLE 6

Summary of descriptive analysis of the difference between the mean ratings of respondents based on school types of internal quality mechanisms on teamwork skills

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 6 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 7 data reveals that there is a significant difference in the mean ratings of the school types regarding the influence of quality mechanisms on the 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 rejected. 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.

TABLE 7

Summary of ANOVA of the difference between the mean ratings of respondents based on school types of internal quality mechanisms on teamwork skills

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

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 8

Summary of t-test of the difference between the mean ratings of lecturers and students on internal quality mechanisms on problem-solving skills

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

The data in Table 8 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 a significant difference between the mean ratings of lecturers and students on the influence of internal quality mechanisms on the 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

The finding of regression analysis revealed that there is a positive relationship between internal quality mechanisms on the acquisition of employability skills by business education students in tertiary institutions, Nigeria.

The finding of the study from hypothesis one is 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 by the effective utilization of time at each phase in distance learning institutions and regular systems.

The study also found from hypothesis two that the school types differ significantly in their mean ratings of internal quality mechanisms on the 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. Polytechnic education is more practical than that of universities and colleges. 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.

The result from hypothesis three revealed 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 instead of 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.

CONCLUSION

Based on the findings of this study, it was concluded that internal quality mechanisms had moderate influences on the time management, teamwork, and problem-solving skills of business education students. 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 labour market will be met.

RECOMMENDATIONS

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. Tasks that necessitate teamwork and the development of solutions should be given to students. As a result, they will develop the spirit of cooperation required for employment.
3. Business education students should be exposed to activities that will help them develop problem-solving skills that will allow them to function well in any organization.

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APPENDIX
QUESTIONNAIRE ON INFLUENCE OF INTERNAL QUALITY MECHANISMS ON
ACQUISITION OF EMPLOYABILITY SKILLS BY BUSINESS EDUCATION
STUDENTS

PART A: (To be Completed by Students and Lecturers)

KEY to Assessment Questionnaire Parts A-C, High Extent = 4 (HE), Moderate Level = 3(ME), Low Level -2 (LE) and No Extent =1

Instruction: Please tick (√) in the appropriate column against options that best describes your choice for each item on Internal Quality Mechanisms in your institution.

Quality Assurance Mechanisms

S/N	Quality of Admission Processes in my institution	HE (4)	ME (3)	LE (2)	NE (1)
1	Entrance examination is properly conducted in my institution.				
2	Admission selection guidelines are strictly followed.				
3	Entrance examination questions are set by qualified specialists				
4	Lecturers are involved in the invigilation of entrance examination				
5	Effective means of identifying impersonators is always put in place				
6	Entrance examination results are properly monitored				
7	O' Level results are verified before admission is granted				
8	Admission is based on merit				
	Quality of Infrastructural Facilities in my institution				
9	There are adequate:				
a.	Laboratories				
b.	Typing pools and				
c.	Workshops				
10	This Institutional equipment are regularly maintained:				
a.	Laboratories				
b.	Typing pools				
11	Classrooms are adequately provided				
12	Functional internet service to facilitate learning activities are provided				
13	Students have access to facilities that promote learning in this institution				
14	Walkways promotes easy access to lecture halls and other educational facilities				
15	Departmental/institution library facilities in my school are spacious enough to accommodate a sizable number of students				
16	My school library is adequately stocked with relevant educational resources for teaching and learning				
17	My school hostels are furnished and habitable for use				
	Staff Recruitment Process in my institution				
18	Written interviews are conducted before appointment of staff				
19	Oral interview is conducted before appointment of staff				
20	Recruitment of staff is done based on departmental requests				
21	Recruited staff are evenly distributed based on quota system				
22	Orientation exercise is conducted for newly employed staff				
23	Recruitment of staff is done based on merit				
24	Academic staff are recruited based on teaching experience				

25	Recruitment of staff is based on relevant qualifications				
26	Staff are employed based on merit				
27	Recruitment of staff follow due process				

PART B: (To be Completed by Lecturers)

KEY to Assessment Questionnaire Parts A-C, High Extent = 4 (HE), Moderate Extent = 3 (ME), Low Extent = 2 (LE) and No Extent = 1

Instruction: Please tick (✓) in the appropriate column that best describes your choice for each item on the various employability skills needed in Business Education/ Office Technology and Management

Required Needed Employability Skills

S/N	ITEMS	HE (4)	ME (3)	LE (2)	NE (1)
A	Time Management Skill (to be employable) include:				
1.	Arriving at work punctually				
2.	Allocating time efficiently to tasks				
3.	Meeting deadlines				
4.	Focusing on work schedules to obtain good results				
5.	Setting clear priority				
6.	Prompt attending to work issues				
B	Teamwork Skills (to be employable) are:				
7.	Enjoy working as part of a team.				
8.	Placing team goals ahead of own goals				
9.	Empathizing with others				
10.	Getting along easily with other people				
11.	Working cooperatively with others				
12.	Appreciate member unique capabilities				
C	Problem-solving skills (to be employable) are:				
13.	Solving problems with minimal assistance from others				
14.	Resolving conflicts with others				
15.	Providing novel solutions to problems				
16.	Listening to peoples' complaints				
17.	Adopting a learning mindset				
18.	Applying knowledge from many different areas in solving problems				