Effective Instructional Supervision and Quality Assurance in Business Education in Anambra Tertiary Institutions

Dorathy Ogochukwu Anike[1] and Anthonia Ngozi Umezulike[2]
[1]Nwafor Orizu College of Education, Nigeria
[2]Chukwuemeka Odumegwu Ojukwu University, Nigeria.
Correspondent: stainlessdora13@gmail.com[1]

ABSTRACT: Given the critical role both effective supervision and quality assurance play in enhancing educational outcomes, this research addresses the gap in empirical studies exploring their interrelationship in the context of business education. The study focuses on four public tertiary institutions in Anambra State: Nnamdi Azikiwe University, Chukwuemeka Odumegwu Ojukwu University, Nwafor Orizu College of Education, and the Federal College of Education (Technical). A total of 138 business education lecturers participated in the study, with data collected using the Supervision of Instruction Scale (SI) and the Quality Assurance Scale (QAS). The study adopted a correlation research design, and data were analyzed using Pearson's Product Moment Correlation Coefficient. The results revealed a low positive relationship ($r = 0.321$) between planning of supervision and quality assurance in business education programmes; however, this relationship was not statistically significant ($p = 0.124$, greater than the 0.05 alpha level). The findings suggest that while there is some connection between planning and quality assurance, the relationship is not strong enough to be considered significant. The study concludes that effective supervision of instruction is crucial for ensuring quality assurance in business education, and recommends ongoing professional development for educators, increased institutional support for supervision, and policy reforms to strengthen quality assurance mechanisms in tertiary institutions.

Keywords: Supervision of Instruction, Quality Assurance, Business Education, Tertiary Institutions, Anambra State, Educational Outcomes.

INTRODUCTION

The relationship between effective supervision of instruction and quality assurance in business education programme within tertiary institutions in Anambra State, Nigeria, represents a critical area of study with significant implications for developing competent and industrial-ready graduates (Alhamad, 2023). Despite the pivotal role that supervision of instruction and quality assurance play in enhancing educational outcomes, there remains a conspicuous gap in empirical research focused specifically on their interrelation within the context of business education programmes in Anambra State. This gap underscores the necessity for a detailed investigation aimed at elucidating how these two elements interact and influence the overall effectiveness of business education, thereby addressing an identified problem within the academic and professional training landscape.

Business education serves as a cornerstone for preparing students with the requisite knowledge, skills, and attitudes necessary to navigate the complexities of the contemporary business environment. However, the efficacy of these programmes is heavily contingent upon the quality of instruction and the mechanisms in place to ensure that educational delivery meets the highest standards of quality assurance (Alao et al., 2021). in Anambra State, tertiary institutions offering business education programme face myriad challenges that potentially compromise the quality of their graduates. These challenges include outdated curricular contents, insufficient integration of practical and theoretical knowledge, inadequate exposure to real-world business scenarios, and a lack of effective supervision of instruction and mentorship for business educators.

Poor supervision of instruction and quality assurance in business education programme can lead to a myriad of problems that impact on both students and the institutions. One of the significant problems stemming from poor supervision of instruction and quality assurance is the misalignment of educational programmes with the evolving needs of the business sector (Calzada, 2023). Without adequate supervision of instruction and oversight, curricula may become outdated, lacking in relevant skills and knowledge required by employers. As a result, graduates may find themselves ill-prepared to meet the demands of the job market, leading to high rates of unemployment or underemployment. Poor supervision of instruction can result in inconsistencies in teaching quality across different courses and instructors. Without proper guidance and mentorship, business educators may employ outdated or ineffective teaching methods, fail to engage students effectively, or neglect essential aspects of the curriculum (Amaefule & Udoji, 2021). This inconsistency in teaching quality can lead to variations in student learning experiences and outcomes, undermining the overall educational effectiveness of the programme (Fitriyah et al., 2024).

Therefore, ensuring the quality of business education in Nigerian institutions requires efficient instructional supervision and planning. Effective supervision of instruction is essential for maintaining high standards in the delivery of business education programs (Archibong, 2012). According to Kituku et al. (2020), instructional supervision in Nigerian schools is a systematic process that involves monitoring, guiding, and evaluating teachers to ensure that teaching objectives are met. Planning for effective supervision encompasses several aspects, such as setting clear goals,

establishing supervision guidelines, and ensuring that supervisors have the necessary skills to evaluate instruction adequately. Planning also involves identifying areas for improvement in teaching practices and ensuring that teachers receive feedback and support to enhance their teaching effectiveness (Mwakajitu & Lekule, 2022)

In Nigeria, quality assurance in education has become a crucial part of ensuring that educational institutions meet acceptable standards. As noted by Nwagwu (2021), quality assurance in education involves processes that help institutions maintain academic integrity and uphold the credibility of their programs. One of the key components of quality assurance in business education programs is ensuring the continuous improvement of instructional practices. This is where effective supervision plays a vital role, as it helps monitor the implementation of curricula, assess the teaching methodologies used, and ensure that they meet the expectations of quality education.

Effective planning of instructional supervision contributes to quality assurance by ensuring that teaching practices are regularly reviewed, and instructional goals align with the broader objectives of the business education program (Omollo et al., 2024). Planning helps to identify the resources and strategies necessary to support teachers in their professional development. It also aids in fostering a learning environment that promotes student-centered teaching methods and supports the application of innovative technologies in teaching. in a study by Ukozor (2024), it was found that schools with well-planned instructional supervision mechanisms were more likely to exhibit higher levels of academic achievement among students in business education programs. This study emphasizes the importance of proactive planning to ensure that instructional supervisors are well-equipped to oversee teachers effectively.

Furthermore, a close relationship exists between instructional supervision and the assessment of teaching effectiveness, which is central to quality assurance (Cailing et al., 2025; Isiyaka, 2025). As highlighted by Guerra et al, (2022), instructional supervision offers valuable feedback to educators on their teaching practices, helping them adjust and improve their methods to meet the needs of students. For business education programs, this involves not only assessing teaching but also evaluating how well students acquire the necessary business skills and knowledge. Effective supervision allows for timely interventions in the event of teaching shortcomings, thereby improving instructional quality.

The planning process also enables supervisors to develop a framework for evaluating teaching practices against established benchmarks. For instance, Hasan (2023) argue that planned instructional supervision helps to set clear performance standards for both students and educators, ensuring that all stakeholders work toward the common goal of achieving high-quality outcomes in business education programs. In this regard, the role of planning becomes instrumental in setting achievable targets for improving teaching standards, curriculum delivery, and student performance (Mukoro & Pupu, 2013). Moreover, the planning of instructional supervision should consider the integration of feedback from various stakeholders, including students, faculty, and administrators. The collaborative nature of the planning process ensures that supervision is aligned with the needs

and expectations of all parties involved. in the context of business education, this approach can help identify gaps in curriculum content and teaching methods, as well as provide recommendations for improving the learning environment (Yanti et al., 2024).

The motivation for this study stems from growing concerns about the declining quality of business education programmes in tertiary institutions in Anambra State. Business education plays a critical role in equipping students with practical and entrepreneurial skills essential for national development. However, poor instructional supervision has been identified as a key factor undermining programme quality (Titus et al., 2024). Effective supervision ensures that educators adhere to curriculum standards and adopt innovative teaching methods. Yet, studies such as Lutwama et al. (2022) have highlighted the lack of structured supervision plans, leading to inconsistencies in instructional delivery and poor learning outcomes.

Despite various reforms in education, little attention has been given to examining how supervisory planning specifically contributes to quality assurance in business education. For instance, Hassen et al. (2024) noted that while quality assurance mechanisms are in place, they often fail due to weak implementation frameworks rooted in poor planning. This gap underscores the need for a focused study to explore the relationship between planned supervision and programme quality. Therefore, this research seeks to bridge this gap by investigating how deliberate, well-structured supervision planning can enhance quality assurance, ensuring that business education graduates meet industry and academic standards in Anambra State tertiary institutions.

This study was guided by the following research question: What is the relationship between the planning of instructional supervision and quality assurance in the business education programme in tertiary institutions in Anambra State? To address this inquiry, the study also formulated the following null hypothesis: There is no significant relationship between the planning of instructional supervision and quality assurance in the business education programme in tertiary institutions in Anambra State.

METHOD

The study adopted a correlation research design, which is ideal for examining the relationship between two variables to determine if a statistically significant connection exists. The design is particularly suited for predicting relationships, especially in the context of supervision and quality assurance within business education programs at tertiary institutions. The study was conducted in Anambra State, Nigeria, located in the southeastern region. Anambra, with a population of over 4 million, is known for its thriving business, academic, and agricultural sectors. It is home to several educational institutions, including four public tertiary institutions offering business education: Nnamdi Azikiwe University, Chukwuemeka Odumegwu Ojukwu University, Nwafor Orizu College of Education, and the Federal College of Education (Technical). The study area was selected due to

its diverse educational landscape and significance in enhancing academic achievement and quality assurance.

The population of the study consisted of 138 business education lecturers from these four institutions. Given the manageable size, the researcher used a census approach, including all lecturers in the study. Two main instruments were employed for data collection: the Supervision of Instruction Scale (SI) and Quality Assurance Scale (QAS). These were used to gather information on the relationship between instructional supervision, quality assurance, and the lecturers' perceptions of their roles in business education.

The data was collected using a structured questionnaire, divided into sections that addressed demographic details, research questions, and the evaluation of instructional and quality assurance practices. The questionnaire was validated by experts. To ascertain the reliability of the questionnaire items, a trial test was conducted in two tertiary institutions in Enugu State. The researcher administered 30 copies of the instruments to Business Education lecturers in public tertiary institution in Enugu State. This approach was chosen despite the study being conducted in Anambra State, in order to confirm the instruments' true consistency and reliability. The data collected from this trial test were then utilized to compute the reliability index of the instrument using Pearson's product moment correlation coefficient which demonstrated that the questionnaire achieved an acceptable level of reliability, yielding a reliability coefficient of 0.77. Data analysis involved Pearson's Product Moment Correlation Coefficient to test hypotheses, with inferential statistics used to determine the significance of the relationships observed.

RESULT AND DISCUSSION

Research Question 1:

What is the relationship between planning of supervision of instruction and quality assurance in business education programme in tertiary institutions in Anambra State?

Table 1: Pearson Correlation between Supervision Planning and Quality Assurance in Business Education

Variables		Planning of Supervision of Instruction	Quality Assurance	Remark
Planning of Supervision of Instruction	Pearson (r)	1.00	.322	Low Positive Relationship
	N	138	138	
Quality Assurance	Pearson (r)	.321	1.00	
	N	138	138	

r (.321) = Low positive relationship

Pearson's correlation coefficient (r) displayed in Table 1 indicates a low positive relationship (r = 0.321) between planning of supervision of instruction and quality assurance in business education programmes within tertiary institutions in Anambra State. This value suggests that there is a weak but direct association between the two variables—meaning that as the quality or comprehensiveness of supervision planning increases, there is a slight tendency for quality assurance outcomes to also improve. However, the correlation remains modest in strength.

A coefficient of 0.321 falls within the range that Cohen (1998) categorizes as a "small to moderate effect size," which implies that while the relationship exists, it is not strong enough to assume a consistent or predictive connection. In educational settings, such low correlations may reflect fragmented implementation practices or inconsistencies in supervisory structures across institutions. For instance, even when supervision is planned, it may not be systematically executed or may lack feedback mechanisms essential for driving improvements in instructional quality (Kituku et al., 2020).

This weak relationship also suggests that planning, though necessary, may be insufficient as a standalone factor to drive significant changes in quality assurance outcomes. As noted by Calzada (2023), supervision efforts must be holistic, integrated into broader quality management systems, and supported by effective leadership and institutional commitment. The correlation observed in this study aligns with earlier findings by Egbe et al. (2024), who also reported that while strategic planning is critical, its impact on educational quality depends heavily on the fidelity of implementation and the context in which it occurs.

Furthermore, the sample size (N = 138) adds credibility to the correlation, suggesting that the pattern is consistent across the surveyed institutions. However, the low strength of the association emphasizes the need for complementary interventions such as continuous professional development, improved instructional resources, and accountability systems to strengthen the impact of supervision planning on quality assurance.

In conclusion, the result from Table 1 highlights that planning of supervision plays a role—albeit limited—in shaping the quality assurance landscape of business education in Anambra State's tertiary institutions. For a more substantial impact, planning efforts should be part of a broader institutional strategy focused on instructional quality improvement and educational outcomes.

Hypothesis 1

There is no significant relationship between planning of supervision of instruction and quality assurance in business education programme in tertiary institutions in Anambra State.

Table 2: Correlation between Supervision Planning and Quality Assurance in Business Education

	Planning of Supervision of	Quality	Decision

Variables		Instruction	Assurance	
Planning of Supervision of Instruction	Pearson (r)	1.00	.321	Not significant
	Sig (2-tailed)		.124	
	N	138	138	
Quality Assurance	Pearson (r)	.321	1.00	
	Sig (2-tailed)	.124		
	N	138	138	

Correlation is not significant at 0.05 level (2-tailed)

Analysis from Table 2 revealed that the Pearson correlation coefficient (r) between planning of supervision of instruction and quality assurance in business education programmes in tertiary institutions in Anambra State was 0.321, with an associated p-value of 0.124. Since this p-value exceeds the standard significance level of 0.05, the result is considered not statistically significant. This implies that, although a weak positive relationship was observed, the relationship is not strong enough to conclude that planning of supervision of instruction has a meaningful effect on quality assurance in the context studied. Consequently, the null hypothesis, which posits that there is no significant relationship between the planning of supervision of instruction and quality assurance, is retained.

This lack of statistical significance suggests that improvements in the planning of supervision alone may not necessarily lead to measurable improvements in quality assurance outcomes in business education programmes. While planning is a foundational component of any effective supervision system, its impact is contingent upon how well those plans are implemented, monitored, and aligned with institutional quality assurance mechanisms (Mwakajitu & Lekule, 2022). In many Nigerian tertiary institutions, as noted by Ukozor (2024), supervisory activities are often inadequately funded, inconsistently applied, or lack strategic focus, which can diminish their influence on program quality.

Moreover, the relatively low correlation value (r = 0.321) reflects a weak linear association between the two variables, further emphasizing that other contextual factors—such as institutional leadership, availability of teaching resources, faculty commitment, and student feedback systems—may play a more dominant role in determining educational quality than supervision planning alone (Egbe et al., 2024; Guerra et al., 2022).

In statistical terms, a non-significant result does not necessarily mean that no relationship exists, but rather that the relationship observed in the sample could plausibly occur by chance. Therefore, while planning remains an important administrative tool, its role in enhancing quality assurance needs to be supported by effective implementation strategies, frequent evaluation, and stakeholder engagement to produce measurable outcomes in instructional quality.

Relationship Between Supervision Planning and Quality Assurance

The results of this study revealed a low positive relationship between the planning of supervision of instruction and quality assurance in business education programmes across tertiary institutions in Anambra State. As indicated in Table 1, the Pearson correlation coefficient ($r = 0.321$) reflects a weak linear relationship between the two variables. While the positive sign suggests that improved planning may correlate with enhanced quality assurance, the magnitude of the relationship is insufficient to imply a meaningful or consistent effect. In statistical terms, this coefficient falls within the range considered a "small effect size" (Cohen, 1988), which is common in educational research where outcomes are often influenced by multifaceted and interacting factors.

Furthermore, as reported in Table 2, the associated p-value of 0.124 exceeds the commonly accepted alpha level of 0.05, thereby rendering the correlation statistically non-significant. This means that, although there is a weak association, we cannot confidently conclude that planning of supervision independently predicts or significantly contributes to improvements in quality assurance outcomes within these institutions. The null hypothesis—that there is no significant relationship between the two variables—must therefore be retained.

This result holds important implications. It suggests that planning alone, without effective implementation, monitoring, and follow-up, does not substantially impact the quality assurance frameworks that govern business education in the studied context. This aligns with the findings of Egbe et al. (2024), who observed that in Nigerian public universities, strategic planning of supervision can only influence quality assurance when it is accompanied by a coherent system of execution, ongoing evaluation, and institutional collaboration. Similarly, Akinyemi & Ifedayo (2021)found that the failure of planning to improve educational outcomes is often due to "implementation gaps," where plans exist on paper but lack actionable strategies, timelines, or accountability mechanisms.

Moreover, the literature affirms that instructional supervision must be understood not as a standalone administrative task, but as a dynamic, cyclical process that involves diagnosing instructional challenges, offering professional support, and evaluating performance in alignment with institutional standards (Glickman et al., 2018). Without this level of engagement, supervision risks becoming a compliance-driven exercise rather than a developmental tool.

The non-significant relationship observed may also stem from several institutional constraints within the Nigerian tertiary education context. For instance, Ukozor (2024) noted that many public institutions lack adequately trained supervisors, and that existing supervisory structures are often underfunded, irregular, or overly bureaucratic. This is further compounded by the absence of monitoring technologies, low staff motivation, and poor communication between departments, all of which hinder the translation of plans into measurable improvements. Titus et al. (2024) similarly emphasized that effective instructional supervision requires capacity building, especially in leadership

and data literacy, to ensure that supervisors are not only qualified but also empowered to guide instructional improvement.

Additionally, Guerra et al. (2022) argue that the quality of supervision is enhanced when it is culturally responsive, participatory, and situated within the realities of the institution. In many Nigerian institutions, however, supervision planning is often done in isolation from lecturers and other stakeholders, limiting its relevance and acceptability. This gap between policy and practice weakens the potential impact of supervision on quality assurance outcomes.

In light of these findings, it becomes evident that planning should be integrated into a broader institutional quality assurance framework that includes clear objectives, adequate resources, training opportunities, and collaborative input from faculty, administrators, and even students. Hasan (2023) posits that when supervision is consultative and data-informed, it not only promotes accountability but also fosters a shared vision for instructional excellence.

CONCLUSION

The study's findings imply that educators need training and development on effective instructional strategies and supervision techniques to ensure high-quality education. The results suggest that instructional leaders play a critical role in ensuring quality assurance in business education programme and therefore, they need to be trained and equipped with the necessary skills and knowledge. The findings of the study revealed that effective supervision of instruction is critical for ensuring quality assurance in business education programme. A significant positive relationship exists between effective supervision of instruction and quality assurance in business education programme. Effective supervision of instruction has predictive power on quality assurance in business education programme. Institutional support is necessary for ensuring effective supervision of instruction and quality assurance in business education programme.

Despite the valuable insights generated from this study, a key limitation must be acknowledged. The study was confined to four public tertiary institutions in Anambra State and relied solely on quantitative data from lecturers' responses, which may not capture the full complexity of instructional supervision dynamics and quality assurance implementation. Additionally, the correlational design limits the ability to infer causality between variables. Future research could benefit from incorporating qualitative methods, such as interviews or focus group discussions, to gain deeper insights into institutional practices and supervisory effectiveness.

Based on the findings and conclusions drawn from the study, several recommendations are proposed. First, educators should be provided with ongoing professional development opportunities aimed at enhancing their instructional competence and pedagogical strategies. Effective supervision and quality assurance require a well-equipped teaching workforce that is continuously supported and updated on best practices. Second, institutional administrators should demonstrate strong leadership

by creating enabling environments for effective supervision. This includes setting clear supervision goals, allocating adequate resources, and fostering a culture of accountability and instructional excellence. Finally, policymakers should consider revising and strengthening regulatory frameworks to ensure that quality assurance mechanisms are not only established but also effectively implemented across tertiary institutions. Such reforms would help bridge the gap between planning and practice, thereby promoting consistency, transparency, and improvement in the delivery of business education programs.

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