



Strategies for Enhancing Quality Assurance of Business Education Programme in Colleges of Education in Delta State Nigeria

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ABSTRACT

The study investigated strategies for enhancing quality assurance of business education programme in colleges of education in Delta State Nigeria. Two research questions and two hypotheses guided the study. The population and sample of the study consisted of 87 business education lecturers in four Colleges of Education in Delta State Nigeria. The instrument for data collected was a 20-item structure questionnaire. The instrument was validated by three experts. Cronbach's Alpha reliability technique was used to obtain a reliability coefficient of 0.82 for the entire instrument. Data were collected by administering 87 copies of the questionnaire by the researchers with the help of four researcher assistants after proper briefing. Data collected were analyzed using mean and standard deviation for the research questions while hypotheses were tested using t-test statistics at 0.05 level of significance. The study found out that, the identified strategies for enhancing the quality of personnel and quality of teaching are capable of delivery quality assurance in business education programme. Hypotheses tested found that there are no significant differences in the mean ratings of business education lecturers on 16 out of 20 identified strategies for enhancing quality assurance in business education programme in colleges of education, whereas there were significant differences on the remaining 4 strategies for enhancing the quality assurance in business education in Colleges of Education in Delta State Nigeria. The study recommended among others that, there should be recruitment of qualified business education lecturers for effective teaching and learning of business education programme.

ARTICLE INFO

Article History

Received: January, 2020

Received in revised form: March, 2020

Accepted: May, 2020

Published online: June, 2020

KEYWORDS

Quality assurance, Business education, College of education, Delta state.

INTRODUCTION

Business education involves teaching students the fundamentals, theories and processes of business. Education at this stage of teaching business occurs at different levels including secondary education and higher education with the greatest activity

occurring in the higher education level.

Business education typically prepares students for occupations in business or business related fields or a teaching career in academics (Dhaka, 2011). Business education is the type of education that assists individuals to acquire skills, which they can apply to



solve problems in business and office occupations (Ogunmayi, 2008). Business education is offered in both secondary schools and tertiary institutions. At the tertiary level, business education is offered in colleges of education and universities. Courses are taught in Accounting, Management, Office Technology and Marketing. Students are expected to have relevant skills, knowledge and attitude to enable them perform effectively in their private businesses and public offices. Olufunwa, Waziri and Olorunmolu (2013) noted that if institutions that have the business education programme must achieve their goals, they must put in place quality enhancing strategies that will ensure the production of quality graduates for national development. Such quality enhancing strategies include adequate funding, effective monitoring and evaluation, review of programme, recruitment of quality staff, and use of quality course materials, effective assessment and development of staff as well as standardization of requirements for intake of quality students.

Quality assurance is a proactive measure of ensuring quality in any organization. In education, quality assurance aims at preventing problems and ensures that the products of the system conform to the expected standards. It is a continuous process by which an institution can guarantee that standard and quality of its educational provision are being maintained and improved upon. According to Harman in Okereke (2014), quality assurance is the systematic management and assessment procedure employed by tertiary institutions in order to monitor performance against objective and to ensure achievement of quality outputs and quality improvement. Harman further emphasized that quality assurance emerged as a principal business method in the Western world throughout the 1950s and in the early 1960s originally in business but now also in education and

other public service sectors. Quality assurance is designed to prove and improve the standard of institution's method as well as educational processes and products.

Igborgbor (2012) maintained that quality assurance connotes all the measures taken to ensure that the educational system is better able to meet the needs of each society. In the view of Kontio (2012), quality assurance means all the procedures, processes and systems that support and develop the education and other activities of higher education. To Kontio, quality assurance and auditing are one way to support education to improve its quality of delivery. Similarly, Oladipo, Adeosun and Oni in Onyesom and Ashibogwu (2013) saw quality assurance as the relevance and appropriateness of the education programme to the needs of the community for which it is provided. They further asserted that it is the arrangement made or the mechanism put in place to maintain the degree of excellence of an educational products or services. Quality assurance involves series of operational techniques and activities which include all actions taken for standards to be met. Onyesom and Ashibogwu saw quality assurance as the entire process of ensuring maximum effectiveness and efficiency of educational programmes and services in relation to their context, mission and stated objectives.

Strategy is the technique or mechanism put in place to maintain the degree of excellence of product or service. In education, strategy is the plan of action designed to achieve the set goals education (Osahon, 2013). Strategies, according to Okwuanaso and Nwazor in Nwachukwu (2015) are tactics for achieving an objective. Similarly, Ugwuanyi (2012) postulated strategy as a broad basic plan of action by which individual(s) or organization(s) intend to reach its/their goals. The business education lecturers are the special people



that are saddled with the enormous task of maintaining quality education as a task lies on their hands. The lecturers must be ready to embrace effective strategies for enhancing quality assurance in the colleges of education to improve quality education for academic excellence in business education programme. The lecturers are not only task to impart knowledge but also to plan and design learning activities (strategies for enhancing quality education) coherent with the expected results and the resources in order to inspire and encourage the students, transforming the learning process into an active dynamic and enriching experience for excellent academic achievement.

Chibuikwe (2013) suggested the strategies for enhancing quality assurance in business education to include quality of syllabus and curriculum, accreditation council, quality of teachers, discipline of students and teachers, availability of infrastructure and facilities, selection of students during admission, good governance, constant supervision, training and development of teachers and constant assessment of quality of works/researches. Nnorom and Gaius-Oke (2013) also identified some quality assurance strategies as minimum academic standard, accreditation, carrying capacity and admission quota, visitation, impact assessment, research and development, publications and research assessment and structures, infrastructures and utilities.

However, there is little analysis as to the effective strategies for enhancing quality assurance in business education programme. There are many strategies previous researchers had worked upon for improving quality assurance in business education programme. However, the value of most strategies has not been considered effective by many educators. Building upon the existing literature, this study will determine strategies for enhancing quality assurance in the content area of

quality personnel and quality teaching business education programme in colleges of education.

Poor attainment of quality assurance in business education in Nigerian colleges of education, which seems to result from ineffective and inefficient delivery system, has been the bane of the education programme in Nigeria and other developing countries. Colleges of education offering Business Education have found themselves lagging behind in the realization of its objectives due to inherent ineffective delivery system. Products of the programme are poorly equipped and short of the necessary and needed ingredients for self-realization. As a result, the society has been denied the much desired benefit of the programme as the products cannot contribute adequately and meaningfully to the economic and social growth of the society (Nnorom and Gaius-Oke, 2013).

However, observations have shown that there seems to be poor administrative processes which have led to poor quality assurance in colleges of education in Delta State, Nigeria. Also, Nnorom and Gaius-Oke (2013) asserted that the cause of poor quality assurance in business education can be traceable to the areas of inadequate funding, inadequate facilities, poor instructional supervision, conflict among teachers, nonchalant attitude of business education lecturers towards teaching, lack of using appropriate teaching materials and methods, poor relationship and poor administrative style of the administrators among others. The above assertion factors seem to have led to poor academic achievement among the business education students in colleges of education, high drop-out rate, and high rate of examination malpractice, poor reading and writing culture among others. Thus, the need to determine empirically the strategies for enhancing quality assurance in business education programme in colleges of education in Delta State, Nigeria.



Purpose of the Study

The main purpose of the study is to determine the strategies for enhancing quality assurance of business education programme in colleges of education in Delta State, Nigeria. Specifically, the study sought to:

1. Determine strategies for enhancing the quality of personnel for business education programme in colleges of education in Delta State, Nigeria.
2. Determine strategies for enhancing the quality of teaching in business education programme in colleges of education in Delta State, Nigeria.

Research Questions

The following research questions guided the study.

1. What are the strategies for enhancing the quality of personnel for business education programme in colleges of education in Delta State, Nigeria?
2. What are the strategies for enhancing the quality of teaching in business education programme in colleges of education in Delta State, Nigeria?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean response of male and female lecture on the strategies for enhancing the quality of personnel in business education programme in colleges of education in Delta State, Nigeria.
2. There is no significant difference in the mean response of male and female lecturers on the strategies for enhancing the quality of teaching in business education programme in colleges

of education in Delta State, Nigeria.

METHODOLOGY

The study adopted survey research design to determine the strategies for enhancing quality assurance for business education programme in colleges of education. A survey involves a systematic means of data collection from a selection of respondents to determine and report their opinions. According to Nworgu (2015), a survey research design is one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. This design, therefore considered appropriate for the study as it collected data on the opinions of business education lecturers in colleges of education in Delta State, Nigeria. The population of the study consisted of 87 respondents; 48 male lecturers and 39 female lecturers of Business education in four Colleges of Education in Delta State, Nigeria. The figure of the population was collected from the departmental staff list of monthly salary returns from each institution. Since the population of the study is of manageable size, there was no need for sampling.

The instrument designed to collect data for this study was a structured questionnaire titled "Strategies for Enhancing Quality Assurance for Business Education Programme (SEQABEP)". The instrument was designed by the researcher to elicit information from respondents. The questionnaire was divided into two sections – sections A and B. Section A was designed to collect information on the personal data of the respondents, while section B contains twenty item statements in two clusters (B1-B2) to elicit information related to the research questions. The questionnaire is structured on a four-point scale of Strongly Agreed (4), Agreed (3), Disagreed (2) and Strongly Disagreed (1). Cluster B1 sought



information on quality of personnel for business education programme in colleges of education. It has 10 questionnaire items. Cluster B2 sought information on quality teaching in business education programme in colleges of education. It has 10 questionnaire items.

The instrument for data collection was validated by two experts in business education and one expert in measurement and evaluation, all from Delta State University, Abraka. The experts were presented with the draft of the instrument, purpose of the study, research questions and the null hypotheses. The instrument was validated in terms of clarity of instruction, proper wording of the items, appropriateness and adequacy of items in addressing the purpose and problems of the study. The 20-item questionnaire was subjected to reliability test. Twenty lecturers from colleges of education in Igueben, Edo State Nigeria were used for the pilot testing in order to determine the reliability index of the instrument. Data collected were analyzed using the Cronbach Alpha reliability co-efficient. The instrument gave the following Cronbach Alpha reliability coefficients on clusters basis; cluster B1 = 0.85, B2 = 0.80. Finally, the entire 20-item questionnaire gave a reliability coefficient of 0.82.

The 87 copies of the questionnaire were administered by the researcher with the help of 4 researcher assistants through personal contact in order to facilitate retrieval. Out of the 87 copies administered to the respondents,

81 copies were completed filled and returned representing 95.3% return rate. Data generated from the retrieved 81 copies were consequently used for answering the research questions and testing the hypotheses. Copies of the questionnaire were analyzed using mean and standard deviation for the research questions while t-test statistics was used for testing the hypothesis at 0.05 level of significance. The decision rule for the research questions was based on the real limit of numbers; Strongly Agreed (SA) 4, 3.50 – 4.00; Agreed (A) 3, 2.50 – 3.49; Disagreed (D) 2, 1.50 – 2.49; Strongly Disagreed (SD) 1, 1.00 – 1.49. Based on this computation, items whose mean values within 3.50 – 4.00 were interpreted as Strongly Agreed; those with mean values within 2.50 – 3.49 were interpreted as Agreed; those with mean values within 1.50 – 2.49 were interpreted as Disagreed while those with mean values within 1.00 – 1.49 were interpreted as Strongly Disagreed. For the null hypotheses tested, the hypothesis of no significant difference was accepted when the p-value (sig.) was greater than 0.05 level of significance. On the other hand, the hypothesis of no significant difference was rejected when the p-value (sig.) was less than 0.05 level of significance.

RESULTS

Research Question One: What are the strategies for enhancing the quality of personnel of business education programme in colleges of education in Delta State, Nigeria?

Table 1: Mean Ratings of Respondents on Strategies for Enhancing the Quality of Personnel of Business Education Programmes in Colleges of Education in Delta State Nigeria (n=81).

S/N	Items	\bar{X}	SD	Rmks
1	Recruitment of qualified teaching personnel in business education	3.65	0.68	SA
2	Teaching personnel in business education must have requisite skills to teach skilled business courses	3.63	0.51	SA
3	Teaching personnel in business education should have a competency-based education	3.71	0.45	SA

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S/N	Items	\bar{X}	SD	Rmks
4	Teaching personnel in business education must have good knowledge of business education courses	3.49	0.53	A
5	Training and retraining of teaching personnel in business education	3.40	0.49	A
6	Teaching personnel in business education must have appropriate knowledge of students guidance and mentoring	3.53	0.53	SA
7	Teaching personnel in business education must adhere to staff quality control	3.63	0.49	SA
8	Teaching personnel in business education must be effectively motivated	3.53	0.50	SA
9	Teaching personnel must be a good manager of his/her class.	3.48	0.51	A
10	Teaching personnel must be knowledgeable in ICT facilities	3.60	0.55	SA

Table 1 reveals that the mean values of seven out of the 10 items range from 3.53 to 3.74 and fall within the boundary limit of 3.50 – 4.00. This indicates that the respondents ‘strongly agreed’ that the nine identified items are the strategies for enhancing the quality of personnel of business education programme in colleges of education in Delta State, Nigeria.

The mean values of the remaining three items specifically items 4, 5 and 9 are 3.49, 3.40 and 3.48 respectively and fall within the boundary

limit of 2.50 – 3.49. This indicates that the respondents ‘agreed’ that the remaining three items are the strategies for enhancing the quality of personnel of business education programme in colleges of education in Delta State Nigeria.

Research Question Two: What are the strategies for enhancing the quality of teaching methods in business education programme in colleges of education in Delta State, Nigeria?

Table 2: Mean Ratings of Respondents on Strategies for Enhancing the Quality of Teaching in Business Education programme in Colleges of Education in Delta State Nigeria (n=81).

SN	Items	\bar{X}	SD	Rmks
1	Ability to teach with demonstration method	3.36	0.50	A
2	Ability to teach with discussion method	3.34	0.49	A
3	Ability to teach with lecture method	3.66	0.57	SA
4	Ability to teach with role play method	3.34	0.47	A
5	Ability to teach with group work method	3.29	0.50	A
6	Ability to teach with problem-solving method	3.64	0.52	SA
7	Ability to teach with question and answer method	3.65	0.47	SA
8	Ability to use audio visual presentation method	3.70	0.67	SA
9	Ability to teach with assignment method	3.66	0.57	SA
10	Ability to use seminar presentation method	3.68	0.46	SA

Table 2 reveals that the mean values of six out of the 10 items range from 3.66 to 3.70 and fall within the boundary limit of 3.50 – 4.00. This implies that the respondents ‘strongly agreed’ that the six identified items are the strategies for enhancing the quality of

teaching methods in business education programme in colleges of education in North East, Nigeria. On the other hand, the mean values of the remaining four items specifically items 1, 2, 4 and 5 are 3.36, 3.34, 3.34 and 3.29 respectively and fall within the boundary limit of 2.50 –



3.49. This indicates that the respondents 'agreed' that the remaining four items are the strategies for enhancing the quality of teaching methods in business education programme in colleges of education in Delta State, Nigeria.

Hypothesis One: There is no significant difference in the mean response of male and female lecturers on the strategies for enhancing the quality of personnel in business education programme in colleges of education in Delta State, Nigeria.

Table 3: Summary of t-test Analysis of the Mean Ratings of Male and Female Lecturers on Strategies for Enhancing the Quality Personnel of Business Education Programme in Colleges of Education in Delta State Nigeria

SN	Item Statements	Male (n=43)		Female. (n= 38)		P- value (sig.)	Rmks
		\bar{X}_L	SD _L	\bar{X}_A	SD _A		
1	Recruitment of qualified teaching personnel in business education	3.62	0.71	3.80	0.41	0.30	NS
2	Teaching personnel in business education must have requisite skills to teach skilled business courses	3.63	0.52	3.65	0.48	0.91	NS
3	Teaching personnel in business education should have a competency-based education	3.95	0.46	3.67	0.45	0.01	S*
4	Teaching personnel in business education must have good knowledge of business education courses	3.70	0.54	3.46	0.47	0.03	S*
5	Training and retraining of teaching personnel in business education	3.39	0.49	3.45	0.50	0.66	NS
6	Teaching personnel in business education must have appropriate knowledge of students guidance and mentoring	3.54	0.54	3.45	0.51	0.45	NS
7	Teaching personnel in business education must adhere to staff quality control	3.63	0.50	3.60	0.52	0.76	NS
8	Teaching personnel in business education must be effectively motivated	3.54	0.49	3.45	0.50	0.42	NS
9	Teaching personnel must be a good manager of his/her class.	3.50	0.51	3.45	0.51	0.66	NS
10	Teaching personnel must be knowledgeable in ICT facilities	3.60	0.55	3.55	0.51	0.65	NS

Note: Level of Sig. = 0.05; NS = Not Significant; S* = Significant.

Table 3 showed that eight out of the 10 identified strategies for enhancing the quality of personnel in business education programme had their p-values ranged from 0.30 to 0.91 which are all greater than 0.05 level of significance. This indicates that there are no significant differences in the mean ratings of male and female lecturers on eight strategies

for enhancing the quality of personnel in business education programme in colleges of education. Thus, the hypothesis of no significant difference in the mean ratings of the male and female lecturers is accepted on the eight items.

The p-values of the remaining two items, specifically items 3 and 4 are 0.01 and 0.03, respectively which are in



each case less than 0.05 level of significance. This indicates that there were significant differences in the mean ratings of male and female lecturers on the remaining four strategies for enhancing the quality of personnel in business education programme in colleges of education. Therefore, the hypothesis of no significant difference in the mean ratings of the male and female

lecturers is accepted relative to the two items.

Hypothesis Two: There is no significant difference in the mean response of male and female lecturers on the strategies for enhancing the quality of teaching methods in business education programme in colleges of education in Delta State, Nigeria.

Table 4: Summary of t-test Analysis of the Mean Ratings of Male and Female Lecturers on Strategies for Enhancing the Quality of Teaching in Business Education Programme in Colleges of Education in Delta State Nigeria

SN	Item Statements	Male (n=43)		Female (n= 38)		P- value (sig.)	Rmks
		\bar{X}_L	SD_L	\bar{X}_A	SD_A		
1	Ability to teach with demonstration method	3.40	0.50	3.13	0.36	0.01	S*
2	Ability to teach with discussion method	3.34	0.49	3.35	0.48	0.99	NS
3	Ability to teach with lecture method	3.70	0.46	3.48	0.51	0.02	S*
4	Ability to teach with role play method	3.34	0.47	3.40	0.50	0.61	NS
5	Ability to teach with group work method	3.37	0.50	3.35	0.51	0.14	NS
6	Ability to teach with problem-solving method	3.66	0.53	3.60	0.50	0.61	NS
7	Ability to teach with question and answer method	3.63	0.47	3.59	0.51	0.28	NS
8	Ability to use audio visual presentation method	3.70	0.45	3.60	0.50	0.33	NS
9	Ability to teach with assignment method	3.69	0.47	3.65	0.48	0.71	NS
10	Ability to use seminar presentation method	3.69	0.46	3.65	0.48	0.70	NS

Table 4 above, revealed that eight out of the 10 identified strategies for enhancing the quality of teaching methods in business education programme had their p-values ranged from 0.14 to 0.99 which are all greater than 0.05 level of significance. This implies that there are no significant differences in the mean ratings of male and female lecturers on 8 strategies for enhancing the quality of teaching methods in business education programme in colleges of education. Therefore, the hypothesis of no significant difference in the mean ratings of the male and female lecturers is

accepted relative to the eight items of teaching.

The p-values of the remaining two items, specifically items 1 and 3 were 0.01 and 0.02 respectively which are in each case less than 0.05 level of significance. This indicates that there were significant differences in the mean ratings of male and female lecturers on the remaining two strategies for enhancing the quality of teaching in business education programme in colleges of education. Thus, the hypothesis of no significant difference in the mean ratings of the male and female

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lecturers is accepted relative to the two items.

DISCUSSION OF FINDINGS

The findings of this study on research question one indicates that the respondents 'strongly agreed' that the seven identified items are the strategies for enhancing the quality of personnel of business education programme and agreed that the remaining three items are the strategies for enhancing the quality of personnel of business education programme. The findings of this study on hypothesis one revealed that there are no significant differences in the mean ratings of business education male and female lecturers on eight strategies for enhancing the quality of personnel in business education programme in colleges of education. Thus, the hypothesis of no significant difference in the mean ratings of the male and female lecturers is accepted on the eight items. On the other hand, the remaining two items, specifically items 3 and 4 respectively indicated that there were significant differences in the mean ratings of business education male and female lecturers on the strategies for enhancing the quality of personnel in business education programme in colleges of education. Therefore, the hypothesis of no significant difference in the mean ratings of the business education male and female lecturers is accepted relative to the four items.

The findings of this study agreed with that of Idialu (2013) who found that the quality of personnel, that is lecturers and trainers need to be ensured and adequately qualified for the job of impacting knowledge for quality assurance in education system. Idialu (2013) further found that personnel must be equipped with the principles and practice of education, and this parameter focuses on their qualification, experiences, competencies, capacities and acquisition of desirable skills to carry out certain task to ensure quality

assurance of educational system. In addition, the findings of this study supported the report of UNESCO (2008) where it was also found that the quality of teachers, instructors and other personnel in school, availability of instructional materials and the use of student-centred teaching methods will guarantee quality assurance in Nigerian educational system. Similarly, the findings of this study conformed with that of Ibe (2017) who found that quality personnel should be recruited to teach, class of degree should be considered in recruiting the teachers, professionally certified teachers/lecturers must be considered, personnel must be subjected to frequent in-service training for quality assurance in teaching and that personnel must be properly screened through written and oral text before employ.

The findings of this study in respect to research question two identified strategies for enhancing the quality of teaching methods in Business education programme in colleges of education: ability to teach with demonstration method, teach with discussion method, teach with lecture method, teach with role play method, teach with group work method, teach with problem-solving method, teach with question and answer method, use audio visual presentation method, teach with assignment method and ability to use seminar presentation method.

The findings of this study on the second hypothesis revealed that there are no significant differences in the mean ratings of business education male and female lecturers on eight strategies for enhancing the quality of teaching in business education programme in colleges of education. Therefore, the hypothesis of no significant difference in the mean ratings of the business education male and female lecturers is accepted relative to the eight items of quality of teaching. On the other hand, the remaining two items, specifically items 1 and 3 respectively indicated that



there were significant differences in the mean ratings of business education male and female lecturers on the strategies for enhancing the quality of teaching in business education programme in colleges of education. Thus, the hypothesis of no significant difference in the mean ratings of the business education male and female lecturers is accepted relative to the two items.

The findings of this study is in agreement with that of Kehinde (2016) who identified interactive lecture method, demonstration method, explanatory method, project method, learning by doing method, demonstration through the web, reciprocal peer tutoring, cooperative learning, seminar and workshop, guided discovery learning, apprenticeship vestibule training, problem-based learning, inquiry based learning, experiential learning model, video supported learning and instructor-led training approach as teaching methods in Business education instruction. The present study also agreed with the findings of Ugo (2015) who in a similar study identified the relevant teaching methods for vocational subjects to include: problem-based learning, planned repetition, video conference, instructor-led-classroom, demonstration method, discussion method, lecture method, discovery methods, role playing, project method and questioning method that involves the use of provocative answerable questions that leads to learners' active participation among others.

CONCLUSION

The study concluded that continuous poor quality assurance in business education in Nigerian colleges of education is as a result of ineffective and inefficient delivery system which has generally been the bane of the education programme in Nigeria and other developing countries. Products of Colleges of Education in Nigeria are poorly equipped because the education

programmes lack the necessary ingredients for quality assurance, Business education programme inclusive. As a result, the society has been denied the much desired benefits of the products of colleges of education programmes since the graduates cannot contribute adequately and meaningfully to the economic and social growth of the society most especially in Delta State Nigeria.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made:

1. There should be recruitment of qualified Business education lecturers for effective teaching and learning and quality assurance in Business education programme in Colleges of education in Delta State Nigeria.
2. Business education lecturers in Colleges of education in Delta State Nigeria should be encouraged and trained for efficient utilization of modern and interactive teaching methods for quality assurance in Business education programme.

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