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Perceived Strategies for Enhancing Quality Assurance in Business Education in Delta State.

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**ABSTRACT**

*The study investigated strategies for Enhancing quality assurance in business education for sustainable development. One research question was raised for the study. The descriptive survey design was adopted for this study. The population comprises 106 lecturers in business education programme in 7 colleges of education in Delta State and Delta State University Abraka, which also served as sample since the population was manageable. The questionnaire containing Twenty-one (21) items was used for data collection. The questionnaire has two parts. Part A (3 items of demographic variable of the respondents- Sex, Institution and experience). Part B (18 items based on the research question used for the study. The questionnaire was validated by five experts in business education and three experts in measurement and evaluation in Delta State University Abraka. The questionnaire has a reliability coefficient of 0.89 through Cronbach Alpha. Data were analyzed using mean and standard deviation. The findings are Comprehensive curriculum design, adequate lecture room, adequate library spaces, adequate laboratory equipment among others. It was recommended among others that adequate comprehensive curriculum design, lecture rooms, adequate laboratory equipment should be provided by the Institution authorities for enhancing quality assurance for sustainable development.*

**Keywords:** Enhancing, Quality Assurance, Business Education, Sustainable Development, Business Education Lecturers.

**INTRODUCTION**

Business education is a branch of vocational education that is concerned with the acquisition, development and inculcation of proper values for the survival of the individual and the society, the development of the intellectual capacities of the individuals to understand and appreciate the environment the acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community, as well as the acquisition of an objective view of local and external environments (National Policy on education 2004) in Osuorji, & David (2017). In the same vein Ezeani &

Ogundola (2016) observed that Business education as a programme offered at different levels of the educational system (such as the primary, junior and senior secondary Institutions, three-year colleges of education, two-year ordinary diploma (OND) and higher diploma (HND) in colleges of technology or polytechnics, and in the four-year undergraduate programme of Universities). The objective of business education programme according to Obi & Otamiri (2010) are:

- i. To produce efficient and effective management, secretarial, accounting and marketing managers.

- ii. To produce lecturers who will handle business and related courses in our universities and colleges.
- iii. To propagate the development of business thought and philosophy in business and management.
- iv. To prepare people for self-employment in situations where there are no available paid employments.
- v. To expose the students via the available courses to the limitless horizon of the business world and prepare them for roles as qualified administrators in business organizations.
- vi. To develop in the students' requisite skills and expertise in management of both private and public enterprises and arm them with the analytical ability needed to meet the growing challenges of present and future Nigerian and international environments.

Business education equips the students with the relevant skills and knowledge to enable them set up their own businesses after graduation. It is a relevant task for the tertiary institutions such as Colleges of Education and Universities to maintain quality curriculum delivery. The success or failure of the students after graduation depends on the nature of education imparted to them. Quality is therefore, a source of achieving relevant result. Quality mean fitness for use or purpose. Meeting the required standard of something melded

Quality could mean a grade of achievement or standard against which others including degree of excellence are judged (Mafiana (2000). On the other hand, assurance, according to Eya, & Ekpanoban (2013) means "feeling of certainty or confidence." Amesi (2017), defines Quality Assurance as the systematic review of educational programmes to ensure that

acceptable standards of education, scholarship and infrastructure are being maintained. It is the maintenance of a desired level of quality in a programme. The need for quality assurance in business education cannot be underrated in order to ensure sustainable national development through quality learning and skill acquisition. Quality assurance is very essential especially in the process of learning and skill acquisition in order to ensure a wealthy nation. Wealthy nations depend on how the available resources (human and material) are utilized for maximum productivity.

Sustainable Development can be seen in terms of vision expression (Lee, 1993), value change (Clark, 1989), moral development (Rolston, 1994), social reorganization (Gore, 1992) or transformational process (Viderman, 1994) toward a desired future or better world. The World Commission on Environment and Development sees sustainable development as "development which meets the needs of the present without compromising the ability of future generations to meet their own needs". The concept of development is based on the fact that economic, social, political and physical environments, all combine to characterize the structure of the economy and the entire social system, as well as the capabilities of the people and their aspirations for better life. Umezulike & Okoye (2013) view sustainable development as the state of having well balanced, steady and effective use of human, material and capital resources for total economic independence of a nation without compromising the future. Abubakar, (2014) in Soky, Wetnwan, & Bewaran, (2017) sees sustainable development as a process of improving on the range of opportunities that will enable individual humans and communities to

achieve their aspirations and full potentials over a sustainable period of time while maintaining the resilience of the economic, social and environmental system.

Business education is being faced with a lot of challenges that hinder quality assurance toward achieving sustainable development. Okwunanaso & Nwazor (2000) enumerate the difficulties which implementers of business education encountered in their effort to achieve the objectives as insufficient funds, low status rating, antagonism by competitors, insufficient supply of books, lack of consistent drive among business educators to have a functioning union for business teachers, inflexible curriculum, irregular and poor remuneration for teaching and employers' ignorance of the benefits from studying business education. On the other hand, Nwaokolo (1994) affirms that poor teacher quality, especially in the skills, lack of professional pride on the part of business educators themselves, absence of business education laboratories (e.g shorthand laboratory, office equipment, studios and model offices), all poses a problem to the growth of business education in the society.

Amesi (2017) reveals some methods of ensuring quality of business education programme: comprehensive curriculum design, adequate lecture rooms and library space, adequate laboratory equipment, Increased lecturers students contact hours, quality admission selection guidelines, provision of requisite infrastructure and facilities, effective mechanism for measuring learning outcome, effective communication among lecturers and students, complementing classroom work with practical and effective teacher evaluation. Sokyew, Wetnwan & Bewwaran (2017) suggest some ways of achieving quality assurance in OTM: Department of OTM should be sincere and committed to

ensuring quality in their programmes by avoiding window dressing for accreditation exercise; Management of the Polytechnics should set up a monitoring team to supervise teachers to ensure quality teaching; In the OTM programme, there must be adequate provision of facilities in terms of space, and equipment to ensure quality teaching; There is need for the formulation of policy guidelines for achieving uniformity in evaluation and assessment for OTM programmes; Proprietors should be committed towards improving funding for the Polytechnics; Government should be more committed to its anti-corruption campaign to enhance strengthening of basic infrastructure.

### **Statement of the Problem**

The poor implementation of Business education programme worsens the dwindling standards of graduates produced as is being experienced in the Nigeria economy. The graduates instead of setting up their own businesses, are solely dependent on government for jobs which are not available thereby worsening the rate of unemployment in the country. As a result, the poverty and unemployment rates in Nigeria remain on the high side (NEEDS, 2004). Osuala (2000) notes that the success or failure of any economy depends on the functionality of its Business education programme. The desire to create job-makers in the Nigerian educational system that led to the introduction of Business education programme in tertiary institutions is unfortunately being defeated. Many graduates that acquired employable and sellable skills still seek white collar jobs. The problem of the study is therefore, what are the Strategies for enhancing quality assurance in business education for sustainable development.

### **Purpose of the study**

The purpose of the study is to find out the strategies for enhancing quality assurance in business education for sustainable development. Specifically, the objective is to examine the ways of enhancing quality assurance in business education for sustainable development.

### **Research Question**

What are the Strategies for enhancing quality assurance in Business education for sustainable development as perceived by business education lecturers in Delta State?

## **RESEARCH METHODOLOGY**

The descriptive survey design was adopted for this study. The population comprises 106 lecturers in business education programme in 7 colleges of education in Delta State and Delta State University Abraka, which also served as sample since the population was manageable. The questionnaire containing twenty-one (21) items was used for data collection. The questionnaire has two parts.

Part A (3 items of demographic variables of the respondents- institution, sex and experience); Part B (18 items based on the research question used for the study). The questionnaire is structured on 4 points rating scale of strongly agree – 4points, agree- 3points, disagree- 2points, strongly disagree- 1points. The questionnaire was validated by five experts in business education and three experts in measurement and evaluation in Delta State University, Abraka. To establish the reliability of the instrument, the questionnaire was administered to ten lecturers in business education programme at Rivers State University of Technology, Port Harcourt. The data obtained were subjected to cronbarch's alpha. The result yielded a reliability coefficient of 0.89. In analyzing the research question item, a mean of 2.50 and above was regarded as agreed while a mean below 2.50 was regarded as disagreed.

## **RESULT**

The result is presented in the table

**Table 1:** Mean rating of business education lecturers on Strategies for enhancing quality assurance in business education for sustainable development. (N = 106)

S/N	Questionnaire Items	X	SD	Decision
1.	Comprehensive curriculum design	2.88	0.91	Agreed
2.	Adequate lecture room	2.59	0.72	Agreed
3.	Adequate library space	2.76	0.78	Agreed
4.	Adequate laboratory equipment	2.82	0.65	Agreed
5.	Adequate departmental textbooks	2.58	0.77	Agreed
6.	Quality admission selection guidelines	2.67	0.84	Agreed
7.	Provision of requisite infrastructure facilities	2.70	0.88	Agreed
8.	Effective mechanism for measuring learning outcome	2.54	0.81	Agreed
9.	Effective communication among lecturers	2.95	0.89	Agreed
10.	Effective communication among students	2.92	0.79	Agreed
11.	Adequate funding	3.40	0.86	Agreed
12.	Continuous practical work in the classroom	3.12	0.83	Agreed
13.	Effective monitoring of teaching	3.08	0.90	Agreed
14.	Effective teacher evaluation	2.96	0.97	Agreed

S/N	Questionnaire Items	X	SD	Decision
15.	Constant conferences for lecturers	3.00	0.83	Agreed
16.	Constant workshop for lecturers	2.95	0.68	Agreed
17.	Constant conferences for students	2.57	0.56	Agreed
18.	Constant workshop for students	2.63	0.72	Agreed
<b>Grand Total</b>		<b>2.82</b>	<b>0.81</b>	<b>Agreed</b>

The result in table 1 reveals that items 1-18 are Strategies for Enhancing Quality Assurance in Business Education for Sustainable Development since all their mean ranges from 2.50 and above which is Agreed response.

## DISCUSSION

The study revealed the following as some strategies for enhancing quality assurance in business education for sustainable development: Comprehensive curriculum design, adequate lecture rooms, adequate library space, adequate laboratory equipment, adequate departmental textbooks, quality admission selection guidelines, effective mechanism for measuring learning outcome, Effective communication among lecturers, effective communication among students, adequate funding, continuous practical work in the classroom, Effective monitoring of teaching, effective teacher evaluation, constant conferences for lecturers, constant workshop for lecturers, constant conferences for students and constant workshop for students. This study is consistent with the earlier studies of Amesi, (2017) and Soky, Wetnwan & Bewwaran (2017) who suggested similar strategies for enhancing quality assurance in business education.

## CONCLUSION

This study has revealed some quality assurance strategies in business education programme for sustainable development. Therefore, the introduction of business

education programme in the Nigerian educational system is a blessing since it can help to reduce the rate of unemployment and promote job creation through the production of quality graduates.

## Recommendations

The following recommendations are made for the study:

1. Comprehensive curriculum design should be provided by the Institution authorities
2. Adequate lecture rooms should be provided by the Institution authorities
3. Adequate laboratory equipment should be provided by the Institution authorities
4. Adequate funding should be provided by the Institution authorities
5. Effective monitoring of teaching should be carried out by the Institution authorities

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