FUNDING OF BUSINESS EDUCATION PROGRAMMES FOR QUALITY ASSURANCE IN COLLEGES OF EDUCATION IN KADUNA STATE

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Abstract
Business Education Programmes by virtue of its nature as skills development programme requires a lot of money for capital projects and overheads. Based on this, its adequate funding cannot be over-emphasized. This means that the provision of adequate fund is central to the success of Business Education programmes for quality assurance. The purpose of the study is to determine the Funding of Business Education Programmes for Quality Assurance in Colleges of Education in Kaduna State. The population involved in this study consisted of 30 Business Education Teachers and 60 Business Education Students from two Colleges of Education in Kaduna State. Three research questions were used. The instrument was face validated by three experts from the field of Business Education. The study revealed that there is the need for funding of business education programmes for quality assurance and one of the major reasons for poor funding was as a result of merging Business Education programmes with general education. Recommendations were made among which are diversified sources of generating revenue should be adopted to complement government efforts and administration of Business Education Programmes should be separated from other forms of education as to enhance quality assurance on the programme.

Introduction
Business Education as a branch of Vocational and Technical Education is no longer regarded as an inferior type of education for drop-outs who could not pass common entrance examination. It is now recognized in its own discipline and as a profession. Business Education is the type of education that assists individual to acquire skills, which they can apply to solve problems in business and office occupations (Ogunmayi, 2008).

Ntukidem (2002) asserted that Business Education has a definite role in preparing and equipping students with skills that increase their chances of finding a job after schooling across territorial boundaries. She further stressed that business Education also equips the students with knowledge and skills they need to create their own employment.

According to Osuala (2004), Business Education is a programme of instruction which
consists of two parts (a) Office Education: being a vocational education programme for office careers through initial, refresher and upgrading education leading to employability and advancement in office occupation and (b) general business: being a programme of instruction to provide students with information and competencies which are needed by all in managing personal business affairs and in using the services of the business world. From the above definition, we can see that everybody needs Business Education either for occupational purpose or for a general business use.

Business Education, by virtue of its nature as skills development programmes, requires a lot of money for capital projects and overheads. Based on this, its adequate funding needs cannot be over-emphasized. The success of any programme and the attainment of its goals and objectives depend on proper planning, efficient administration and adequate funding (Ajoma, 2008). Ajoma went further to state that Business Education is very vital to national development that it aimed at the production of skilled manpower for self-reliance. The government realizing its importance made several efforts through direct expenditure of huge sums of money, Tertiary Education Trust Fund (TETFUND) and National Commission for Colleges of Education (NCCE) to fund it. Evidences abound that the bodies have made effort to construct lectures and staff rooms, provides fund for machines and equipment such as computers and also sponsored staff for conferences and workshops.

However, in spite of these efforts of the government, funding of the programmes remains grossly inadequate. This inadequacy is due to the following reasons, among others: merging of Business Education programmes with other educational programmes by the government; inadequate budgetary provision from the government and over dependence on government for funds; lack of financial commitment to the programmes by well-to-do individuals and poor gesture from industries (Osuala, 2004 and Ogbonnaya, 2000).

Business Education programmes should be improved upon because of vital role it plays in any society. It sees to the occupation needs of the individual and the society thereby providing opportunities for one to explore, prepare, enter or advance appropriate occupational areas. It expands its service to youths; potential drop-outs; unemployment youths and the disadvantaged.

Funding is regarded as the act of providing money or financial resources for a particular purpose on a continuous basis. Such money or financial resources should be enough to cater for the project or programme for which they are provided. Also, funding is the act of providing money for a particular purpose” (Hornby, 2005).

Quality assurance according to Stoller (2003), is the degree to which an item or process meets or exceeds the users’ requirements. Stoller went further to state that quality assurance is those planned and systematic actions necessary to provide adequate confidence that a faculty, system or component will perform satisfactorily and safely in service.

Business Education is an integral part of Vocational and Technical Education (VTE), quality is the watch word of all its activities (Olaitan, Nwachukwu, Igbo, Onyemachi and Ekong, 1999). This means that quality assurance is a major aim of a Business Education curriculum implementation with respect to the content, instructional methods, instructional facilities and resources personnel. Hence, for success in the achievement of Business Education objectives, the issue of quality assurance must be accorded paramount consideration especially in ensuring effective curriculum implementation. Quality assurance, therefore, is seen as ensuring that what is good is done for the schools and students.

If Business Education programme institutions must achieve its goals and mission, they must put in place quality assurance strategies that will ensure the production of quality graduates for national development, such quality assurance is adequate funding, effective monitoring and evaluation, review of programme, recruitment of quality staff, use of quality course materials, effective assessment and staff development and requirement for quality intake of students.

Objectives of Business Education
Objectives of Business Education as spelt out by Asuquo (2005), are as follows:

1. To provide opportunity for practical job preparation or vocation studies for students in order to make them render effective and efficient services in office, distributive and service occupations.
2. To prepare students, based on interest and aptitudes with the skills, knowledge and attitudes needed to enter into a business occupation, advance and profit in it.
3. To provide opportunities for students to develop an understanding of the business and economic system of the nation so as to enable them to participate actively as producers and consumers of goods and services.
4. To develop in students the basic awareness of the contribution which business and office employees make to the nation’s economy.
5. To develop and improve the personal qualities and attitude of students as required in personal and employment situations.
6. To serve as a guide for individual students for suitable placement in business and office employment.
7. To enable students have career consciousness and economic understanding of the free enterprise system.
8. To prepare students for leadership position in both public and private life.

Business Education programmes requires facilities for teaching and learning. The importance of facilities to the overall success of any educational programme is not contestable. Students are supposed to be trained with modern equipment like computer so as
to meet job demand after school. So also teachers of business education need to be developed through attending conferences, workshops, seminars, and so on both locally, nationally and internationally, this require funds.

George and Iliya (2005), Asuquo (2005), stated that the following justify greater funding needs of the programme: purchase of equipment, regular maintenance of equipment; manpower development; provision of consumable goods; salaries and allowance of staff; security needs and research in business education.

Business Education is a cost-intensive programme and it should be adequately funded. According to George and Iliya, (2005), Ajoma, (2008), Olaitan, (1992) and Oranu and Ogwo, (1992): the following are the strategies to embark upon in sourcing funds for business education programme for quality assurance. These include: Grants from the federal government should be increased; establishment of consultancy services; appeal should be made to philanthropists, Alumni association, clubs, religious bodies and other willing bodies; authorities of the various institutions offering the course could make their students provide themselves with relevant equipment like computers and typewriters, though the machines still remain their property; foreign assistance, periodic launching of programmes towards raising fund for the programme and business education should be separated from other general education so that budgetary allocations and funds meant for the programme would be judiciously appropriated.

Statement of the Problem

Business Education programmes require a lot of money for capital projects and overheads. Based on this, its funding cannot be over emphasized. But unfortunately, business education is not able to produce graduates with appropriate skills, abilities, and competencies for employment because of the challenges of inadequate funding that bedeviled the programme. Osuala (2004) and Ogbonnaya (2000) asserted that inadequate budgetary provisions and limited distribution of approved fund, lack of financial commitment to business education programmes by well-to-do-individuals, poor gestures from industries which mostly utilizes the services of the bulk of business education graduates do not see the need to offer any special assistance to the development of the programme. Also, government being the sole funding of the programme and the merging of the programme with general education posed a big challenge to the programme.

Therefore, if these challenges are not addressed as expected, it will hinder the teacher imparting the right knowledge in the students and it will also have an adverse effect on the students after graduation in which it will be difficult for them to cope with the challenges in the world of work.

Purpose of the Study

The purpose of this study is to determine the funding of business education programmes for quality assurance in colleges of education in Kaduna State. Specifically, the objectives sought to:

1. Determine the reasons for funding of Business Education programmes for quality assurance in colleges of education in Kaduna State.
2. Determine the strategies for sourcing funds for Business Education programmes for quality assurance in colleges of education in Kaduna State.
3. Find out reasons for inadequate funding of Business Education programmes for quality assurance in colleges of education in Kaduna State.

Research Questions

The following research questions guided the study.

1. What are the reasons for funding of Business Education programmes for quality assurance in colleges of education in Kaduna State?
2. What are the strategies for sourcing funds for Business Education programmes for quality assurance in colleges of education in Kaduna State?
3. What are the reasons for inadequate funding of Business Education programmes for quality assurance in colleges of education in Kaduna State?

Hypothesis

The following hypothesis was formulated and tested at 0.05 level of significance.

There is no significant difference in the mean responses of Business Education Teachers and Business Education Students on the reasons for funding of Business Education programmes for quality assurance in Colleges of Education in Kaduna State.

Method

Descriptive survey design was adopted to determine the adequate funding needs of Business Education programmes for quality assurance in Colleges of Education in Kaduna State. The study was conducted in Kaduna state of Nigeria. The population of the study consisted of 90 respondents with 30 Business Education Teachers and 60 Business Education Students who were randomly selected from two Colleges of Education in Kaduna State. 14 Business Education Teachers from Federal College of Education, Zaria; 16 Business Education Teachers from Kaduna State College of Education, Gidan Waya and 30 students each from the two colleges.

A 30 item questionnaire was the instrument used for the study. The questionnaire has two sections; Section A has 25 items structured in 5 points rating scale responses of Very highly needed (5.0); Highly Needed (4.0); Needed (3.0); Somewhat Needed (2.0) and Not Needed (1.0). While Section B has 5 items structured in 4 points Likert rating scale of Strongly Agree (4.0); Agree (3.0); Disagree (2.0) and Strongly Disagree (1.0). The questionnaire was titled Adequate Funding Needs of Business Education Programmes for Quality Assurance in Colleges of Education Questionnaire (AFNOBEFPQAICOEQ).

The validity of the instrument was determined by giving draft copies to three experts
in the field of Business Education for face validation. The data collected were analyzed using means for research questions and t-test statistic for testing the hypothesis at 0.05 level of significance. In discussing the research questions 1 and 2 items, if the means was above 3.00, it was accepted responses or needed, on the other hand if the mean was less than 3.00, it was rejected responses or not needed while the research question 3 has its mid-point as 2.50. Any item with a mean value above 2.50 was regarded as “agree reasons” while any mean below 2.50 is regarded as “disagree reasons”.

Research question 1: What are the reasons for funding of Business Education programmes for quality assurance in Colleges of Education in Kaduna State?

Table 1: Mean rating responses of Business Education Teachers and Business Education Students on reasons for funding of Business Education programmes for quality assurance in Colleges of Education in Kaduna State.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Reasons for Funding</th>
<th>X</th>
<th>SD</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Attainment of business education programmes’ goals and objectives</td>
<td>4.97</td>
<td>.148</td>
<td>Highly Needed</td>
</tr>
<tr>
<td>2</td>
<td>Proper planning and administration</td>
<td>4.93</td>
<td>.328</td>
<td>Highly Needed</td>
</tr>
<tr>
<td>3</td>
<td>Preparing and equipping student with skills</td>
<td>4.84</td>
<td>.471</td>
<td>Highly Needed</td>
</tr>
<tr>
<td>4</td>
<td>Knowledge and skills needed for employment after graduation</td>
<td>4.75</td>
<td>.525</td>
<td>Highly Needed</td>
</tr>
<tr>
<td>5</td>
<td>Capital projects and overheads</td>
<td>5.00</td>
<td>.00</td>
<td>Very Highly Needed</td>
</tr>
<tr>
<td>6</td>
<td>Managing personal business affairs and in using the services of the business world after graduation</td>
<td>4.64</td>
<td>.739</td>
<td>Highly Needed</td>
</tr>
<tr>
<td>7</td>
<td>Upgrading education leading to employability and advancement in office occupation</td>
<td>4.82</td>
<td>.531</td>
<td>Highly Needed</td>
</tr>
<tr>
<td>8</td>
<td>Finding job after schooling across territorial boundaries</td>
<td>4.61</td>
<td>.681</td>
<td>Highly Needed</td>
</tr>
<tr>
<td>9</td>
<td>Production of skilled manpower for self-reliance</td>
<td>4.84</td>
<td>.421</td>
<td>Highly Needed</td>
</tr>
<tr>
<td>10</td>
<td>Expands its services to youths, potential drop-outs and disadvantaged</td>
<td>4.80</td>
<td>.478</td>
<td>Highly Needed</td>
</tr>
<tr>
<td>11</td>
<td>Provide adequate confidence that a faculty, system or component will perform satisfactorily and safely in service (quality assurance).</td>
<td>4.85</td>
<td>.438</td>
<td>Highly Needed</td>
</tr>
<tr>
<td>12</td>
<td>Curriculum implementation with respect to the content, instructional methods and materials</td>
<td>4.90</td>
<td>.450</td>
<td>Highly Needed</td>
</tr>
<tr>
<td>13</td>
<td>Training of students with modern equipment like computer to meet job demand after school</td>
<td>4.98</td>
<td>.105</td>
<td>Highly Needed</td>
</tr>
<tr>
<td>14</td>
<td>Purchase of equipment and regular maintenance of equipment</td>
<td>5.00</td>
<td>.000</td>
<td>Very Highly Needed</td>
</tr>
</tbody>
</table>

The data in Table 1 revealed that, items 1, 18 had their mean above cut-off point 3.00. Therefore, all the respondents used for the study agreed with these items as reasons for funding of Business Education Programmes for quality assurance in Colleges of Education. The mean rating of these items ranged from 4.61-5.00 which were above the cut-off point.

Research Question 2: What are the strategies for sourcing fund for business education programmes for quality assurance in Colleges of Education in Kaduna State?

Table 2: Mean rating responses of Business Education Teachers and Business Education Students on the strategies for sourcing funds for Business Education Programmes for quality assurance in Colleges of Education.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Strategies for Sourcing Funds</th>
<th>X</th>
<th>SD</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Grants from the federal government</td>
<td>4.86</td>
<td>.429</td>
<td>Highly Needed</td>
</tr>
<tr>
<td>2</td>
<td>Establishment of Consultancy services</td>
<td>4.76</td>
<td>.687</td>
<td>Highly Needed</td>
</tr>
<tr>
<td>3</td>
<td>Appeal to be made to philanthropist,</td>
<td>4.75</td>
<td>.546</td>
<td>Highly Needed</td>
</tr>
<tr>
<td>4</td>
<td>Appeal to alumni, associations, clubs, religious</td>
<td>4.44</td>
<td>.888</td>
<td>Highly Needed</td>
</tr>
<tr>
<td>5</td>
<td>bodies, etc.</td>
<td>4.58</td>
<td>.732</td>
<td>Highly Needed</td>
</tr>
<tr>
<td>6</td>
<td>Periodic launching of programmes</td>
<td>5.00</td>
<td>.000</td>
<td>Very Highly Needed</td>
</tr>
<tr>
<td>7</td>
<td>Separation of Business Education Programmes</td>
<td>4.91</td>
<td>.286</td>
<td>Highly Needed</td>
</tr>
</tbody>
</table>

The result of data presented in Table 2 above were accepted as being needed as strategies for sourcing funds for Business Education Programmes for quality assurance in Colleges of Education with a mean score of 4.44-5.00 which were above the cut-off point.

Research Question 3: What are the reasons for inadequate funding of Business Education Programmes for quality assurance in Colleges of Education in Kaduna State?
Table 3: Mean rating responses of Business Education Teachers and Business Education Students on reasons for inadequate funding of Business Education Programmes for quality assurance in Colleges of Education.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Reasons for inadequate Funding</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>Mean Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Inadequate budgetary provisions and limited distribution of approved funds</td>
<td>87</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>4.80 Agree</td>
</tr>
<tr>
<td>2</td>
<td>Lack of financial commitments to business education programme by well-to-do-individuals</td>
<td>76</td>
<td>12</td>
<td>2</td>
<td>-</td>
<td>4.53 Agree</td>
</tr>
<tr>
<td>3</td>
<td>Poor gesture from industries which utilizes the services of bulk of business education graduates</td>
<td>60</td>
<td>20</td>
<td>8</td>
<td>2</td>
<td>4.46 Agree</td>
</tr>
<tr>
<td>4</td>
<td>Sole funding of the programme by government</td>
<td>84</td>
<td>6</td>
<td>-</td>
<td>-</td>
<td>4.91 Agree</td>
</tr>
<tr>
<td>5</td>
<td>Merger of business education with general education by the government</td>
<td>90</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>5.00 Agree</td>
</tr>
</tbody>
</table>

From Table 3 above, items 26-30 were strongly agreed upon by Business Teachers and Students as the reasons for inadequate funding of Business Education Programmes for quality assurance in Colleges of Education. The mean responses of the respondents ranged from 4.46-5.00 which were above the mid-point of 2.50.

Table 4: Summary of t-test of difference on the mean responses of Business Education Teachers and Business Education Students on the reasons for funding of Business Education Programmes for quality assurance in Colleges of Education in Kaduna State.

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean (X)</th>
<th>SD</th>
<th>DF</th>
<th>t-cal</th>
<th>t-crit</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business education teachers</td>
<td>30</td>
<td>4.86</td>
<td>.255</td>
<td>88</td>
<td>.198</td>
<td>.844</td>
<td>NS</td>
</tr>
<tr>
<td>Business education students</td>
<td>60</td>
<td>4.85</td>
<td>.334</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The result on Table 4 revealed that the items on reasons for funding needs of Business Education Programmes for quality assurance has a calculated value (t) 198 less than table value of .844 at 0.05 level of significance. This showed that there was no significant difference in the mean ratings of the respondents on reasons for funding of Business Education Programmes for quality assurance.

Discussion of Findings

The data presented in Table 1 provided answers to research question one. The findings revealed that there is the need for funding of business education programmes in colleges of education which enhances quality assurance of its graduates and quality delivery of its teachers. The finding is in consonance with George and Iliya (2005) and Asaquo (2005) that the following justify greater funding needs of the programme: purchase of equipment; regular maintenance of equipment; manpower development; provision of consumable goods; salaries and allowance of staff; security needs and research in business education.

The results in Table 2 revealed that all the items listed were needed as strategies for sourcing funds for Business Education Programmes. This implies that if the aims of quality assurance must be achieved in Business Education Programmes the seven items mentioned must be utilized as strategies for sourcing funds for Business Education Programmes for quality assurance. This is in line with George and Iliya (2005); Ajoma (2008); Olaitan (1992) and Oranu and Ogwo (1992) that the strategies for sourcing funds for Business Education Programmes for quality assurance are through grants from the federal government; establishment of consultancy services; appeal be made to philanthropists; alumni; religious bodies; foreign assistance and students to be made to provide themselves with relevant equipment like computers.

Table 3 revealed that all the items mentioned were strongly agreed upon by the respondents as reasons for poor funding of Business Education Programmes. This is in consonance with Osuala (2004) and Ogbonnaya (2000) that asserted that the reasons for poor funding of the programmes were because of inadequate budgetary provisions, federal government being the sole funding, lack of financial commitment to the programmes and the merging of Business Education Programmes with general education.

The result of the null hypothesis showed that the null hypothesis was upheld. The test of the hypothesis revealed that t-calculated 1.98 was less than the t-table value of .844 at 0.05 level of significance and 88 degree of freedom.

Conclusion

It is crystal clear that no meaningful achievement could be made in Business Education if the programmes are underfunded. To achieve the aims of producing quality graduates, effective teaching and learning, staff should be paid their salaries regularly; the funding of Business Education Programmes must be taken very seriously. Quality assurance is guaranteed when Business Education is well funded and all the items required such as, instructional materials and equipment, lecturers of the right type, educational facilities are on ground for teaching and learning enterprises.

Recommendations

The following recommendations are made:

1. Considering the huge amount of money needed for business education programmes, rather than government centred funding of the programmes which is grossly insufficient, diversified sources of generating revenue should be adopted to complement government efforts.
2. The administration of Business Education Programmes should be separated from other forms of education if the aims of quality assurance in business education must be achieved. This will help the business education administrators to judiciously utilize
3. Adequate and modern training equipment and facilities relevant to Business Education Programmes should be procured which will advance quality assurance of the programmes.

4. Business Education staff should be adequately and regularly paid of their salaries and necessary allowances which will motivate them to give their best.

5. Staff development should be enhanced so that the staff could be sponsored for refresher courses, attending conferences and workshops so that they can keep abreast of new happenings in their area of specialization.

References


