A

SSESSMENT OF THE INPUT DIMENSION FOR QUALITY ASSURANCE IN BUSINESS TEACHER EDUCATION AT THE NCE LEVEL IN NIGERIA.

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Abstract
This paper assesses the input dimension of quality assurance for Business Teacher education at NCE level. A survey research was adopted to elicit responses from a total population 98 and sample of 60 Business educators with three years working experiences currently serving in different Federal Colleges of Education in south-south, Nigerian. The purposive sampling technique was adopted. Questionnaire was designed to elicit responses from the respondents and was sent out to a contact person in each college used for the study through post. The filled questionnaires were returned through the post office. Only 52 were received back and used for data analysis. The data collected were analyzed using Average Weighted Mean. The findings revealed that moral decadence among students compromised the credibility of the standard of grades obtained by most students in SSCE. Poor conduct of post UTME test, students’ lack of background in business subjects; ethnicity, nepotism and corruption are factors affecting the selection of quality students for Business Education programme are inadequately provided for and the most of the lecturers lack relevant ICT skills to prepare students for modern business world. The curriculum content for Business Teacher Education also needs to be revisited in order to remove those contents that are not of relevant to today’s business operations. It was recommended among other things that Government in collaboration with the private sector who has much to benefit from the success of quality Business education programme in Nigeria should come to the aid of the programme at all level by equipping the school or department with appropriate facilities that will the attainment of standards.

Introduction
The definition of Business Education has extended far beyond the office walls to include training for individuals who can drive the economy of a nation to prosperity. Supporting this, Osuala (2004) defined generally business education as a programme to provide students with information and competence which are needed by all in managing personal business affairs and in using the service of business. Njoku (2006) also defined it as an educational programme that equips an individual with functional and suitable skills, knowledge, attitude and value that would enable him/her operate in the environment he/she finds himself/herself successfully. Thus, a critical analysis of the above definitions suggest that Business education is geared towards providing the students with knowledge and competencies for effective mobilizing of idle resource, organizing the resource to establish, manage, and propel business enterprises successfully as producers of goods and services of economic values. Also recipients of this form of education are prepared to operate effectively as a rational consumers and a productive member of their host communities.

To ensure the successful implementation of business subjects’ curriculum, tertiary institutions such as University and Colleges of Education are mandated and accredited to offer Business Education Teachers Education programme for the training and production of quality and competent Business Education graduates. These graduates are expected to implement business subjects’ curriculum at different stages of the educational system (Aliyu, 2002). The training of Business teachers at Colleges of Education level in Nigeria is guided by the objectives outlined by the National Commission for Colleges of Education (NCCE, 2008). The objectives for the Nigeria Certificate in Education (NCE) Business Education as enumerated by NCCE (2008) are:

(I) To produce well quality and competent NCE graduates in business subjects who will be able to teach business subjects in our secondary schools and other related educational institutions.

(II) To produce NCE business teachers who will be able to inculcate the vocational aspect of business Education into the society.

(III) To produce NCE business teachers who will be involved in the much desired revolution of vocational development right from the primary and secondary schools.

(IV) To equip students with necessary competencies so as to quality them for a post- NCE degree programme in Business Education.

(V) To equip graduates with the right skills that will enable them to engage in a life of work in the office as well as for selfemployment.

The achievement of these laudable objectives is a function of quality assurance in the Business Teacher Education programme as a system. The system of any Business Teacher education programme consist of separate element that work independently but in interaction with one another in order to achieve its pre-determined objectives. These separate elements are the elements of the input, process and output (Aniimeka, 2005).

In the words of Vroejenstijn (1995), quality assurance has to do with “systematic, structured and continuous attention to quality in terms of maintenance and improvement”. Therefore, quality assurance in Business Teacher Education programme can be said concern with the systematic, structured and continuous attention to quality of the elements of the programme inputs, process and outputs. Supporting this, Obanya (2000) defined quality assurance as effective monitoring and evaluation of the education system to ensure the achievement of the expected. Also Okebukola (2010) opined that quality assurance of any
education programme involves a host of activities that are designed to improve the quality of the input, process output of the programme.

In the light of the above, the input dimension for quality assurance of Business Teacher Education can be understood from an appreciation of the various elements that operate to forms its system. The under listed elements are essential for any effective educational system.

<table>
<thead>
<tr>
<th>INPUT</th>
<th>PROCESS</th>
<th>OUTPUT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students</td>
<td>- Teaching and learning process</td>
<td>- Skilled and employable graduates</td>
</tr>
<tr>
<td>- Teachers</td>
<td>- Research</td>
<td>- Responsible citizens</td>
</tr>
<tr>
<td>- Non-teaching staff</td>
<td>- Use of Time and space</td>
<td>- Economic and social development</td>
</tr>
<tr>
<td>- Managers</td>
<td>- Student services</td>
<td>- Production of new knowledge</td>
</tr>
<tr>
<td>- Curriculum</td>
<td>- Administration</td>
<td></td>
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<td>- Facilities</td>
<td>- Leadership</td>
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<tr>
<td>- Finance</td>
<td>- Community participation</td>
<td></td>
</tr>
<tr>
<td>- Instructional materials</td>
<td>- Quality assurance</td>
<td></td>
</tr>
<tr>
<td>- Other resources</td>
<td></td>
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</tr>
</tbody>
</table>

Figure 1: Components of system approach to quality assurance.
Source: Okebukola (2010)

In Nigeria, the National Commission for Colleges of Education (NCCE) established on 17th January, 1989 by virtue of Decree No. 3 (Okebukola, 2010) is the primary regulatory body charged with the responsibility of determining and ensuring the minimum standard for quality NCE programme in any subject area including Business Education. The commission in its 8th minimum standard for NCE Business Education outlined the quality of students, teachers, managers, facilities, instructional material and other resources needed for achieving the objectives of the programme. Also outlined in the minimum standard are the courses and topics to be studied and passed within the minimum of three years and maximum of five years programme before a student is qualified as NCE Business education graduate.

In detailed, the minimum requirements for inputs dimension for NCE Business Education programme as outlined in the 8th minimum standard (NCCE, 2008) are as follows:

- **Minimum requirement for students:** Students opting for Business Teacher Education at the NCE level must possess a minimum of 5 credits in English and Mathematics and any other three Business subjects (to be achieved at a maximum of 2 sittings). Students must also undergo an interview process apart from sitting and passing Unified Tertiary Matriculation Examination (UTME) cut-off points.

- **Minimum requirement for teaching staff:** Academic staff must possess a minimum of first class degree second class lower division in Business education for recruitment as assistant lecturer. A minimum of one academic staff is expected to be employed per subject area. Minimum standard for Teacher to student's ration was pegged at 1: 20 for skilled subjects and 1: 30 for non skilled subjects.

  - **Minimum requirement for non teaching staff:** For the effective running of the programme, a school officer, secretaries for Head of the departments and Dean, clerical officers, typists, cleaner, messenger, technician/typewriter mechanic are to be employed as supportive staff.

  - **Minimum requirement for facilities:** For effective quality assurance, the following facilities were outing to be provided for running Business Teacher Education in colleges of education:
    i. Classroom space to accommodate at least thirty (30) students conveniently.
    ii. A typing laboratory for typewriting training
    iii. Shorthand laboratory for shorthand drilling.
    iv. A well equipped model office for office practice and management.
    v. Staff Offices.
    vi. Library facility.

  - **Minimum requirement for equipment and supplies:** At least provision of equipments and supplies for thirty students such as: manual typewriters, computers, swivel typing chairs, drop desk, typist desk, instructor's table or desk, stapling machine, stapling remove, perforator, stop watch, wall clock, demonstration sand, English/shorthand dictionary, filing cabinet, tape recorders, headphones, air-conditioning systems, punching machine and well furnished and equipped model office with executive table and chair, secretary's table, photocopier, computer, adding and listing machine, waste paper basket, any latest office equipment available in the market.

- **Input dimension Curriculum:** The minimum standard specified a total of 132 credit units to be taken and passed by a student to quality as graduate of NCE Business Education. The 131 credit units is made up of 78 credit units for Business Education courses including SIWES, 36 credit unit for Education courses including projects, 6 credit units practice and 12 credit unit General Studies in Education (GSE). The Business Education courses at the level are meant to give students good understanding of the components of business studies curriculum at the junior secondary school level for which they are trained and to prepare their mind for advance studies any of the specialized business subjects area such as: accounting, Marketing, Office technology, Business Administration and Management, Business Economics, and Entrepreneurship among others. Therefore, it is expected that any student who is exposed to these courses should be able to teach at the junior secondary school level of the Universal Basic Education (UBE) PROGRAMME (Shuaibu, 2011).

To ensure the maintenance of quality input NCCE has made available her minimum standard to colleges.
This supervisory agency also carries out accreditation exercises at a maximum interval of five years to assess the standards maintain by institutions inline with her requirement for quality assurance in their NCE programme. Where institutions are lacking in respect of standard requirement, they are awarded interim accreditation and re-visited after two years to ensure their compliance with stipulated standard (Lassa, 2005).

Despite these efforts geared towards ensuring that NCE awarding institution comply with standard input for Business Education programme, it has been noted that many NCE Business education graduates turned out of the various institutions lack the pedagogical skill will enable them teach at the junior secondary schools for which they are produced (Okpara, 2009). Supporting this, Alaba (2010) observed that NCE Business Education graduates when employed to implement the junior secondary school aspect of Business education (business studies) shy teaching some aspect of the curriculum. In most cases, student who opted for secretarial option run away from the bookkeeping aspect of the curriculum and while those that opted for accounting option run from shorthand and other skill aspect of the curriculum.

Abdulkarim and Fibresima (2010) also noted that graduates of this programme at the NCE level lack the requisite skill demanded by the modern working place. They believed that this resulted from lack of confidence on the part of the teachers’ ability to effectively adapt the rightful technologies to improve on their students’ ability to meet the technological demand of the workplace.

Some researchers (Olayeeye & Daramola, 1993 and Nwabani, 2008) also have blamed this situation to quality of entrants into tertiary education programme in general and NCE programme in specific. Supporting this Shonekan (2007) has noted that corruption and indiscipline have eaten deep into the education system to the extent that students obtained grades for admission into higher institutions of learning without merit them. This has made results of examinations not reliable as criteria for admission. Obomanu (2011) also observed that the high rate of ethnicity and nepotism as part of the causes of moral decades that have undermined the admission process.

Obomanu (2011) has also identified the provision of sub-standard facilities by heads of institutions as a factor affecting the quality of education at every of our education system. Abdulkarim and Fibresima (2010) observed that the existence of poor quality and inadequate facilities and equipments for effective teaching and learning of Business at the NCE level shows the weakness of accreditation process as a tool detecting widow dressing of facilities and equipment by colleges during accreditations. They also observed that lack of basic facilities needed for training in Business Education amounts to poor quality of graduates in terms of marketable skills and defeats the objectives of the programme at every level.

Further more, the products of Business education have failed to demonstrate the achievement of the NCE business objective number (5) “to equip graduates with the right skills …. For self-employment”. Most of them are not enterprises (Ogwo, 2004).

Enefu and Fabgemi (2010) observed that many of the graduates of this programme engaged in commercial motorcycle riding to earn a living instead of utilizing the knowledge and skill acquired from the programme to start business on a small scale business when not employed. They further explained that the graduates can not stand on their own because they lack the requisite skills and requisite skills and spirit of entrepreneurship which is needed for self-reliance.

All the above stated challenges necessitate he need for assessing the input dimension of quality assurance for business teacher education at the NCE level since every quality product is a function of quality inputs and process. Thus, the question which this study intends to address is: Does colleges of education south-south, Nigeria posses the input requirement for quality Business education programme at the NCE level? Therefore, the main purpose of the study is to assess the availability and adequacy of quality inputs for ensuring quality business education programme in Nigeria in line with provision of the 8th minimum standard for NCE Business education. Specifically the study seeks to provide answers to the following questions:

i. To what extent dose admission process meets the requirements for quality assurance in NCE business education programme?

ii. To what extent dose teaching staff meets with requirement for quality assurance in NCE Business education programme?

iii. To what extent do the teaching staff meets with requirement for quality assurance in NCE business education programme?

iv. To what extent dose the curriculum content meets the requirement for quality assurance in NCE business education programme?

**Methods**

A survey research was adopted for the study. The population of the study was 97 lecturers from three Federal Colleges of Education (Asba, Omoku and Obudo) in south-south, Nigeria. The total of 60 Business educators with three years working experiences currently serving in the different Federal Colleges of Education were used for the study. The purposive sampling technique was adopted for the work.

The Questionnaire designed and tagged ‘Assessment of Dimension of Quality Assurance for Business Teacher Education Questionnaire (AIDQABTEQ)’ contains 24 items, six statements to each research question. Each of the questionnaire items has four points response option of strongly agree (SA) = 4 points, agree (A) = 3 points, disagree (D) = 2, and strongly disagree (SD) = 1.

The instrument was validated by two experts in Business Education from Federal Colleges of Education (Tech.), Omoku and the corrections and restructuring in the area of statement constructions were effected before the final instrument was out. The reliability coefficient of 0.82 was obtained for the instrument using the Cronbach Alpha method.

The questionnaire were posted to a contact person in each of the colleges used served...
as linked to their various colleagues with three years working experiences and the filled questionnaires were returned through the post office. Out of 60 sent out, only 52 were received back and for data analysis.

That is, \( X = \frac{\sum fX}{N} \)

Where:

- Mean \( (X) \) = the average weighted Mean
- \( \sum fX \) = the sum of all the responses picked by the respondents against an item.
- \( N \) = the total number of the option provided

Example: If \( N = 1 \), \( f = 4 \)

\( (4x1) + (3x1) + (2x1) + (1x1) = 10 \)

. . \( X = \frac{10}{4} = 2.5 \)

Decision Rule: This holds that any mean that is 2.5 and above is to be regarded as accepted or agreed while any mean below 2.49 is to be regarded as disagreed or rejected.

Table 1: present responses to research question one (1): To what does admission selection process meets the requirements for quality assurance in NCE business education programme?

<table>
<thead>
<tr>
<th>S/N</th>
<th>Statement</th>
<th>Options</th>
<th>( fX )</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Strongly Agreed</strong></td>
<td><strong>Agreed</strong></td>
<td><strong>Disagreed</strong></td>
</tr>
<tr>
<td>1</td>
<td>Students admitted for Business Education programme do not have 5 credits and above two sittings.</td>
<td>5</td>
<td>13</td>
<td>34</td>
</tr>
<tr>
<td>2</td>
<td>Student’s result tendered for admission are mostly without three credits in business subject.</td>
<td>27</td>
<td>17</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Lecturers are adequately employed per subject’s area to teach the various subjects in Business Education curriculum.</td>
<td>22</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Lecturers have adequate technical and practical skills for ICT in Business Education.</td>
<td>15</td>
<td>16</td>
<td>18</td>
</tr>
</tbody>
</table>

From the data analyzed in table 1 above, the responses to related to number of credits obtained by students admitted into Business Teacher Education at the NCE level were rejected with mean score of 1.44 which is below the average of 2.5. The responses to the relevance of the credit grades tendered by students admitted to business subject were accepted with mean score of 2.71 which is above the average. The responses related to admission of students based on post-UTME test were rejected with mean of 2.37. The response related to admission based on the influence of relative within the colleges were accepted with mean of 3.12. While the responses related to staff collaboration with prospective students to fault the post-UTME result were accepted 2.

Table 2: present responses to research question two (2): To what extent does teaching staff meets with requirement for quality assurance in NCE Business education programme?

<table>
<thead>
<tr>
<th>S/N</th>
<th>Questionnaire item</th>
<th>Options</th>
<th>( fX )</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Strongly Agreed</strong></td>
<td><strong>Agreed</strong></td>
<td><strong>Disagreed</strong></td>
</tr>
<tr>
<td>1</td>
<td>As a lecturer, I was employed with a minimum of first degree second class lower in Business Education.</td>
<td>25</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>My first degree is in specialized business subject area and I possess a minimum of NCE business education as teaching qualification.</td>
<td>8</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>3</td>
<td>Lecturers are adequately employed per subject’s area to teach the various subjects in Business Education.</td>
<td>22</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Lecturers have adequate technical and practical skills for ICT in Business Education.</td>
<td>15</td>
<td>16</td>
<td>18</td>
</tr>
</tbody>
</table>

From the data analysis in table 2 above, the responses to related to lecturers having the minimum of first degree second class lower as required by the minimum standard was accepted with a mean scores of 3.12 which is above the averages of 2.5. The response related to employing service of lecturers having degrees in specialize business subjects area was rejected with a mean score of 1.90. However, few of the lecturers who ticked strongly agreed and agreed shows that they were employed with degrees in specialized business subjects. The responses related to having adequate lecturers per subjects area to implement the curriculum content of Business Teacher Education was rejected with mean of 2.12, despite
the fact that 22 respondents agreed that lecturers are adequate in number. The response related to lecturers being adequately qualified to teach practical skills in business subjects was accepted with a mean score of 2.83. Also responses related to lecturers having adequate technical and practical skills for ICT in Business Education was rejected with a mean score of 2.17.

**Table 3: Responses to research question three (3): To what extent do the facilities meet the requirement for quality assurance in NCE Business education programme?**

<table>
<thead>
<tr>
<th>S/N</th>
<th>Questionnaire item</th>
<th>Options</th>
<th>N</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Auditorium provided for Business Education programme in the college is well spaced to accommodate at least 30 students</td>
<td>25</td>
<td>2</td>
<td>3.55</td>
</tr>
<tr>
<td>2.</td>
<td>There is a well-equipped laboratory with functional typewriters for student's practical</td>
<td>4</td>
<td>14</td>
<td>2.17</td>
</tr>
<tr>
<td>3.</td>
<td>Business Education practical is well spaced in Business Education programme</td>
<td>1</td>
<td>22</td>
<td>1.60</td>
</tr>
<tr>
<td>4.</td>
<td>There is well-equipped ICT laboratory for students practical in Business Education Departments</td>
<td>5</td>
<td>29</td>
<td>1.54</td>
</tr>
<tr>
<td>5.</td>
<td>There is well equipped shorthand laboratory for students’ practical drills</td>
<td>3</td>
<td>26</td>
<td>1.56</td>
</tr>
</tbody>
</table>

From the data analyzed in table 3 above, the responses related to the adequacy of classroom or auditorium space provided to accommodate at least 30 Business Education students during lesson was accepted with a mean score of 3.55. The responses related to the availability of typing laboratory well equipped with functional typewriters was rejected with a mean population of 2.17. The responses related to the availability of well equipped model office for practical was rejected with a mean of 1.60. Also the responses related to availability of well equipped ICT laboratory for ICT in Business Education was rejected with a mean of 1.54. While the responses related to the availability of shorthand laboratory for shorthand practical drills was also rejected with a mean of 1.56.

**Table 4: Responses to research question four (4): To what extent does the curriculum content meets the requirement for quality assurance in NCE Business education programme?**

<table>
<thead>
<tr>
<th>S/N</th>
<th>Questionnaire item</th>
<th>Options</th>
<th>N</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>There curriculum of Business Teacher Education at the NCE level adequately provided for knowledge and skills needed for successful management of Business enterprises</td>
<td>16</td>
<td>12</td>
<td>2.69</td>
</tr>
<tr>
<td>2.</td>
<td>The curriculum is loaded with content that cannot be covered effectively within the sessions structured</td>
<td>17</td>
<td>2</td>
<td>3.12</td>
</tr>
<tr>
<td>3.</td>
<td>The curriculum detailed the length of coverage of each course contents</td>
<td>5</td>
<td>25</td>
<td>1.75</td>
</tr>
<tr>
<td>4.</td>
<td>The curriculum needs to be reviewed to groom students more on junior secondary school business studies course contents</td>
<td>4</td>
<td>16</td>
<td>1.94</td>
</tr>
<tr>
<td>5.</td>
<td>Lack of demand in the workplace for the use of shorthand and manual typewriters as a result of advancement in technology requires the substitution of these courses with ICT courses</td>
<td>18</td>
<td>7</td>
<td>2.75</td>
</tr>
</tbody>
</table>

From the data analyzed in table 4 above, the responses related to Business Teacher Education curriculum at the NCE level adequately providing students with knowledge and skills for successful management of business enterprises was accepted with a mean of 2.69. The responses related to loading the curriculum with contents that cannot be effectively covered sessions structured was accepted with a mean of 3.12. On the other hand, the response related to the curriculum providing the detailed coverage of each topic in courses was rejected with a mean 1.75. Also the responses related to reviewing the curriculum to ensure the grooming of graduates for implementation of business studies course content at the junior secondary school level was rejected with a mean score of 1.94. Finally, the responses related to substitute shorthand and manual typing with ICT courses In business to
meet with the demand of the workplace as a result of advancement in technology was accepted with a mean of 2.75.

Discussion of Findings
Assessment of input dimension of the quality of students for quality NCE Business Education programme:

The assessment of the input dimension of the quality of students admitted for the Business Education programme at the NCE level revealed that students admitted into Business Teacher Education at the NCT level in south-south, Nigeria meet the entry requirement of five credit grades and above. However, students mostly do not have the additional three credit requirement in business subjects' area. The result also indicated that students' selection for admission is based on post-UTME test such as ability and aptitude test but in most cases, the post-UTME results are mostly not reliable. This is because the credibility of the results is undermined by some staff that collaborates with prospective students to fault the outcome of the post-UTME test conducted by the colleges. This is supported by Okebukola (2010) who observed that deterioration of Nigeria values of truth, honesty dedication has lead to moral decadence affected the process of SSCE and more recently exam the result also indicated that in most case the selection of students on the basis of the post-UTME is also influence by relatives who work with the colleges. Obomanu (2011) supported when he observed that the high rate of ethnicity and nepotism has caused of moral decades that have undermined the credibility of admission processes.

Assessment of input dimension of quality of teaching staff for quality NCE Business Education programme:

The assessment of the input dimension of quality of teaching staff for implementation the Business Education curriculum at the NCE level indicated that lecturers employed at the level are qualified in term of the certificate needed for employment. However some of the lecturers have degrees in specialized business subject such as economics, management, marketing, accounting, etc. The result also indicated that there are adequate lecturers per area but lecturers are not well groomed to implement the practical skills in business subjects. James (2011) supported this finding when he identified the inadequacy of skilled lecturers to teach most aspect of the Business education remains as one perennial constraint facing the business education programme at all level of our educational system. The result also indicated lack of adequate technical and practical skills for ICT in Business Education among lecturers. Abdulkarim and Fiberesima (2010) supported this finding when they observed the lack of confidence on the part of the teachers' ability to effectively adapt the right technologies to improve on their students' ability to meet the technological demand of the workplace.

Assessment of the input dimension of facilities for quality NCE Business Education programme:

The assessment of the input dimension of facilities for quality NCE Business Education programme indicated that there is lack of adequately of equipped typing laboratory, model office, ICT laboratory and shorthand laboratory in the colleges used for the study. This is line with the findings of Abdulkarim & Fiberesima (2010) who observed that the inadequacy of appropriate facilities amounts to the poor quality of students in term of marketable skills and defeats the objectives of the programme at the every level. Alaba (2010) therefore, observed that tertiary institutions running business education need suitable and adequate facilities which will facilitate the maintenance of satisfactory standard.

Assessment of input dimension of curriculum for quality NCE Business Education Programme:

The study also revealed that the curriculum adequately provided for knowledge and skills needed for success in the business world. This is consistent with the finding of Abdulkarim & Fiberesima (2010) and contrary to the observation of Okebukola (2010) who opined that various college institutions are not modern enough because they lack treatment of new concepts and practical. The curriculum content is also said to be overloaded and as a result it becomes unrealistic to adequately cover the entire contents within the specified sessions. Okebukalo (2010) supported this with the view that it becomes a problem to faithfully deliver the full content within the sessions available. It was also discovered that the depth to the covered in each content were left to the discretion of the lecturers and fitness of the curriculum to junior secondary need not be readdressed.

Conclusion

Quality assurance in any education programme depends to a large extent on the monitoring, evaluating and improving the quality of the input and process in order to ensure that the output meets the set standards. To ensure quality in the junior secondary school business education programme (business studies), all efforts must be made to provided adequately for the input needs of business teacher education programme at the NCE level. This is because the basic objective of the NCE programme as outlined by NCE among others is to produce well qualified competent NCE graduates to teach all aspects of business studies subject in secondary schools and others related educational institutions.

Recommendations

On the basis of the findings of the studies and the conclusion reached, the following recommendations are made:

i. to ensure students' quality meet the required for Business teacher education at the NCE level, Business educators should be given the mandate to organize and
supervise the post-UTME screening conducted by colleges for the selection of prospective students for the programme.

ii. That government in collaboration with the private sector has much to benefit from the success of quality Business education programme in Nigeria should come to the aid of the programme at all levels by equipping the school or department with appropriate facilities that will facilitate the achievement of the minimum standards set.

ii. That there should be review of the Business Teacher Education curriculum at the NCE level to reduce the workload and tailor it to reflect changes in knowledge, skills and attitude required of the modern business subjects for junior secondary schools, as well as modern practices in the business world which is propped by technological revolution.

iv. That business educators should collaborate with management of colleges to form a unit for quality control in Business Teacher Education in line with modern standard and NCE minimum standard specification. The unit should be called quality Assurance Unit in Business Education of association of professional Business Educators.

v. That Business Education council should be set by Association of Business Education of Nigeria (ABEN) to be charge with the responsibility of up-dating and upgrading members especially in this era of technological advancement which has affected the workplace.

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