IDENTIFICATION OF QUALITY ASSURANCE IN BUSINESS EDUCATION PROGRAMME IN COLLEGES OF EDUCATION IN IMO STATE

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Abstract
The paper discussed identification of quality assurance in business education programme in colleges of education in Imo State. Three research questions guided the study. The population comprised all 48 lecturers teaching business education programme in Imo State. Mean and standard deviation statistical tool was used to analyse the data. Any mean score more than 2.50 was regarded as accepted while any mean score less than 2.50 was regarded as not accepted. It was discovered that quality assurance in business education programme needed funds, infrastructural facilities, qualified personnel and uniform curriculum to produce quality graduates who will meet up with the benchmark of business education programme. Recommendations were made that funds, infrastructural facilities qualified personnel and uniform curriculum should be made available by stakeholders, parent and government. These will make the graduates of business education to meet with tremendous changes in our modern offices and be useful to their work place.

Introduction
It is no gain saying that business education has become inadequate to meet the challenges of the growing world not only in Nigeria but also in the entire global village. The demand for quality assurance in business education has therefore, became imperative and fast increasing geometrically (Fabiyi and Oladipo, 2004). Business education consists of that group of related, occupationally focused and general education subjects systematically arranged which are prescribed for possible certification in a field. According to Osuala (2007) business education is a programme of instruction which consists of two parts office education, a vocational education programme for office career and general business education, a programme which provides students with information and competencies needed by all managing personnel, business affairs, and using the services of business world. Azuka (2010) defined business education as a programme of studies which aims at creating awareness in business occupations, preparing people to become better citizens and consumers of goods, services and preparing business teachers. It develops in their students certain skills, attitudes and abilities that are relevant in securing jobs in the business world; it also gives them insight into general business and acquaints them with general business information that will make them efficient and national purchasers and consumers of business products. This means that the curriculum content of business education should contain all that are expected of an individual to work effectively in an office as well as teach business courses effectively. The principles and techniques of business education are needed by all in all works of life for use both for vocational and non-vocational purposes.

The objectives of business education are to produce highly qualified professional business teachers, who will be able to adjust to the changing needs of students and prospect of modern society. There should be a benchmark or standards expected of the graduates of business education which gives them high quality.

Quality means that which best satisfies and exceeds customers need and want (Osuala 2007). There is need for high quality in order to ensure quality assurance. Quality refers to the standard of a phenomenon when it is compared to other things like it. In this context, it is associated with the monitoring and evaluation component of education to see whether the outcome is good and of intended standard. Quality is the ability or degree with which a product, service or phenomenon conforms to an established standard and which make it to be relatively superior to others. With respect to education, this implies the ability or degree with which an educational system conforms to established standard and appropriateness, of the input available for the delivery of the system (Fadipe 1999). Quality in education therefore means the relevance and appropriateness of the education programme to the needs of the community for which it is provided. In view of this, the topical issues in Nigerian education system today centre around the quality of education imparted to the citizenry and the relevance of that education to the life of the individual in particular and the nation in general. Quality education according to Mosha (2010) measured by the extent to which the training received from an institution enables the recipient to think clearly, independently, and analytically to solve relevant societal general feeling that the quality of education impacted with curricula that are limited to parochial concerns may no longer be adequate in the face of prevailing global situation. The curricular they contended have outlined their usefulness. Quality assurance on the other hand is about consistently meeting product specification or getting things right first time every time.

Quality assurance in business education programme implies the ability of the program to meet the expectations of the users of manpower in relation to quality of skills acquired by their output (Ajayi 2007). Equally it can be said that quality assurance is the ability of the programme to meet certain criteria relating to academic matters, staff-students ratio, staff mix by rank, staff development, physical facilities, funding and adequate library facilities.

There is heavy budgetary allocation to education still business education programme seem to lack fund, qualified personnel, equipment, uniform curriculum, textbooks and above all accommodation. It therefore becomes necessary to identify quality assurance in business education programme in colleges of education in Imo State.

Statement of Problem
The experience of the industrialized nations has established a causal relationship between
heavy investment in colleges of education, economic growth and social development. The investment in colleges of education should include business education programme. Inadequate funding of business education programme is watering down the development and activities of business education programme. In an area of equipment and infrastructural facilities to be used to ensure quality assurance in business education, they are reported inadequate by the previous researches. Federal government has made series of efforts to provide qualified staff and equipment but these still seem inadequate. The curriculum of business education in the recent time has been reported by researchers to be grossly inadequate and this is not uniform, this may likely affect the quality assurance of business education in the recent time has been reported by researchers to be grossly inadequate and this is not uniform, this may likely affect the quality assurance of business education programme in colleges of education in Imo State but these cannot be concluded until they are empirically tested and conclusions drawn.

Purpose of the Study
The purpose of the study was to identify the quality assurance of business education programmes in colleges of education in Imo State. Specifically, the study aimed at finding out how:
1. Availability of funds will be needed in quality assurance in business education programmes in colleges of education in Imo State.
2. Infrastructural facilities will be needed in quality assurance in business education programmes in colleges of education in Imo State
3. Qualified personnel will be needed in quality assurance in business education programme in colleges of education in Imo State
4. Uniform curriculum will be needed in quality assurance of business education programme in colleges of education in Imo State.

Research Questions
The following research questions were formulated to guide the study.
1. To what extent will availability of funds be needed in quality assurance in business education programme in colleges of education in Imo State?
2. To what extent will instructional facilities be needed in quality assurance in business education programmes in colleges of education in Imo State?
3. To what extent will qualified personnel be needed in quality assurance in business education programme in Imo state?
4. To what extent will uniform curriculum in business education be needed in quality assurance in business education programme in colleges of education in Imo State.

Method
The study adopted descriptive survey research design, because it involved eliciting information from respondents. Etonyeaku (2010) stated that when a survey centers on individual's opinion, beliefs, motivation and behaviour, the descriptive survey research method is the most appropriate. The population comprised all 48 lecturers teaching business education programme at Alvan Ikoku Federal College of Education, Owerri Imo State. There was no sample as the population was not large enough sampling. The main instrument for data collection was a structured questionnaire that contains 15 questionnaire items. Section A contains 5 questions on respondent and personal data, while section B contains 12 questionnaire items based on the research questions. To test the reliability of the instrument, the questionnaire was subjected to face validity. The items that survive the face validity, were subjected to content validity and reliability analysis using cronbach alpha and a reliability index of .84 was gotten which shows that the items are reliable. The questionnaire was distributed by hand directly by the researchers and retrieved on a call back basis. All the questionnaires were correctly filled and returned for analysis. The data were analysed using mean and standard deviation for all the research questions. The response items in the questionnaire were assigned values as follows: Very Great Extent (4), Great Extent (3), Low Extent (2) and Very Small Extent (1). Any item with a mean rating of more than 2.5 is regarded as accepted while any mean rating that is equal to or less than 2.5 was regarded as not accepted.

Results
Research Question 1
To what extent will availability of fund be needed in quality assurance in business education programme in colleges of education in Imo State?

Table 1: Mean rating of responses of lecturers of business education on extent of fund needed in quality assurance in business education programme in colleges of education in Imo State.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Availability of Funds</th>
<th>X</th>
<th>SD</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Payment for staff salaries</td>
<td>3.01</td>
<td>.83</td>
<td>Great</td>
</tr>
<tr>
<td>2</td>
<td>Payment for good accommodation</td>
<td>3.90</td>
<td>.92</td>
<td>Great</td>
</tr>
<tr>
<td>3</td>
<td>Purchase of instructional materials</td>
<td>3.85</td>
<td>.96</td>
<td>Great</td>
</tr>
<tr>
<td>4</td>
<td>Purchase of textbooks</td>
<td>3.04</td>
<td>.81</td>
<td>Great</td>
</tr>
<tr>
<td>5</td>
<td>Staff-in-service training</td>
<td>3.80</td>
<td>.98</td>
<td>Great</td>
</tr>
<tr>
<td>6</td>
<td>Conduct seminars/workshops often</td>
<td>3.05</td>
<td>.85</td>
<td>Great</td>
</tr>
</tbody>
</table>

The result of the data on table 1 indicated that all the availability of fund items are needed in quality assurance in business education programme in colleges of education in Imo State needed availability of fund.

Research Question 2
To what extent will infrastructural facilities be needed in quality assurance in business
education programme in colleges of education in Imo State?

Table 2: Mean rating of responses of lecturers of business education on infrastructural facilities needed in quality assurance in business education programme in colleges of education in Imo State.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Infrastructural Materials</th>
<th>X</th>
<th>SD</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Teaching with typewriter</td>
<td>3.0</td>
<td>1.22</td>
<td>Great</td>
</tr>
<tr>
<td>8</td>
<td>Teaching with computer</td>
<td>3.10</td>
<td>1.01</td>
<td>Great</td>
</tr>
<tr>
<td>9</td>
<td>Teaching with textbook</td>
<td>3.20</td>
<td>1.10</td>
<td>Great</td>
</tr>
</tbody>
</table>

The result of the data on table 2 showed that all items on infrastructural materials are score above the mean. This shows that infrastructural materials will be needed in quality assurance in business education programme in colleges of education in Imo State to great extent.

Research Question 3
To what extent will qualified personnel be needed in quality assurance in business education programme in colleges of education in Imo State?

Table 3: Mean rating of response of qualified personnel needed in quality assurance in business education programme in colleges of education in Imo State.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Qualified Personnel</th>
<th>X</th>
<th>SD</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Qualified personnel will help to produce quality graduates in business education in colleges of education in Imo State</td>
<td>3.02</td>
<td>0.90</td>
<td>Great</td>
</tr>
<tr>
<td>14</td>
<td>Unqualified personnel will help to produce low quality graduates of business education in colleges of education in Imo State</td>
<td>3.05</td>
<td>0.89</td>
<td>Great</td>
</tr>
<tr>
<td>15</td>
<td>Qualified personnel will help to teach all the contents of business education programme in colleges of education in Imo State</td>
<td>3.10</td>
<td>0.76</td>
<td>Great</td>
</tr>
</tbody>
</table>

The result of the data on table 3 showed that all items were rated above the mean. This means that qualified personnel is needed in quality assurance in business education in colleges of education in Imo State at great extent.

Research Question 4
To what extent will uniform curriculum in business education be needed in quality assurance in education programme in colleges of education in Imo State?

Table 4: Mean rating of responses of lecturers teaching business education programme on the need of uniform curriculum on business education programme in colleges of education in Imo State.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Uniform Curriculum of Business Education Programme</th>
<th>X</th>
<th>SD</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Uniform curriculum will help to produce quality graduates in business education</td>
<td>3.10</td>
<td>0.89</td>
<td>Great</td>
</tr>
<tr>
<td>11</td>
<td>Uniform curriculum will make graduate not to be quality graduates of business education</td>
<td>3.20</td>
<td>1.02</td>
<td>Great</td>
</tr>
<tr>
<td>12</td>
<td>Uniform curriculum will help to teach business education programme content in all the colleges of education in Imo State</td>
<td>3.01</td>
<td>0.83</td>
<td>Great</td>
</tr>
</tbody>
</table>

The result of the data on table 4 indicated that all the items are needed at great extent. This showed that these items are needed for quality assurance in business education to great extent.

Discussion of Findings
The findings in tables 1, 2, 3 and 4 shows that all the items of availability of funds, infrastructural facilities, qualified personnel and uniform curriculum are needed to have quality assurance in business education programmes in colleges of education in Imo State. Table 1 has 6 items, table 2 has 3 items, table 3 has 3 items and table 4 has 3 items on quality assurance emphasis about consistently meeting of specifications or standards or getting things right at all times in business education programmes in colleges of education in Imo State. This is in line with Mosha (2010) who stated that quality assurance as it applies to business education programmes in colleges of education in Imo State means the mechanism by which an educational system ensures that the service it deliver or intends to delivers save the purpose for which it is intended. For business education programme to have quality assurance means that recipients will fit into the world of works, otherwise they will not be functional as to satisfy the public and the countries which the programme is meant for.

Also Oladipo (2004) opined that without funds, infrastructural facilities, qualified personnel and uniform curriculum the output of the recipients of business education programmes in colleges of education will be very low. This means that quality assurance will be lacking in business education programme in colleges of education in Imo State. Therefore all the questionnaire items are necessary to enhance quality assurance in business education so that what is taught will be permanent and relevant to the society.
Conclusion
It was concluded that funds should be made available by stakeholders, parents and government, so that all the necessary equipment needed in the teaching of Business Education should be provided so that quality assurance will be assured in Business Education programmes in colleges of Education in Imo State.
There should be benchmark or standard requirement of business education programme in colleges of education in Imo State. Business Education programme should be taught by qualified personnel in other to produce personnel with quality assurance.

Recommendations
1. Adequate funds should be made available to enable colleges of Education in Imo State to purchase infrastructural facilities to be used in Business Education programme.
2. Infrastructural facilities should be produced by teachers, students, government and stakeholders to enhance teaching and learning of Business Education programme in College of Education in Imo State.
3. Qualified personnel should be trained pre-service or in service to produce standard personnel to assure quality assurance in Business Education programmes in Colleges of Education in Imo State.
4. Curriculum should be uniformed to enable government recommend the same textbook and other facilities to be used for efficiency and effectiveness of teaching of business education programmes in colleges of education in Imo State.

References
Etonyeaku, E.A. (2010). Office operational skills received as necessary for office information systems by secretaries in universities of Nigeria. Journal of Business Education. 7(2).