



ASSESSING THE QUALITY IMPERATIVES OF BUSINESS EDUCATION PROGRAMME AMONG TERTIARY INSTITUTIONS IN DELTA STATE

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Abstract

The study assessed the quality imperatives of business education programme among tertiary institutions in Delta State. Four research questions were raised and a null hypothesis was formulated for the study. The researcher adopted a survey research design for the study and the population of the study consisted of 53 business education lecturers in four tertiary institutions in Delta State, where business education programme is run. Since the population is manageable, the entire population was used as the sample size. The researcher developed a 16-item five-point likert scale instrument for the study titled "Assessing Quality Imperatives for Business Education Programme Questionnaire (AQIBEPQ)". The descriptive statistical tool of mean was used to answer the research questions while the t-test was used for the null hypothesis. The findings revealed that the quality imperatives (moral imperatives, professional imperatives, competitive imperatives, and accountability imperatives) of business education programme among tertiary institutions in Delta State are accepted. Amongst others, it was recommended that business educators should promote the enhancement of academic potential within them in tertiary institutions and encourage high quality teaching.

Keywords: Quality Imperatives, Business Education

Introduction

Quality is at the top of most agenda and improving quality is probably the most important task facing any educational institution. However, despite its importance, many people find quality an enigmatic concept. It is perplexing to define and often difficult to measure. One person's idea of quality often conflicts with another and, as one is too aware, no two experts ever come to the same conclusion when discussing what makes an excellent school, college or university (Sallis, 2005). One of the most important goals of the various education boards be it at the local, state and national levels is to improve the quality of education; especially the tertiary education system which has an important role in achieving long-term and sustainable human capacity building, thus culminating into national development.

Gevorgyan (2017) asserted that quality education can be assessed internally. Internal assessment, also called self-assessment is designed to identify areas for improvement, to allow the tertiary institutions to develop strategies that will help faculties or schools enhance their education quality. This study focused on assessing quality in business education programme, using the four quality imperatives (moral, professional, competitive and accountability) developed by Sallis (2005)

The customers and clients of the education service (students, parents and the community) deserve the best possible quality of education. This is the moral high ground in education and one of the few areas of educational discussion where there is little dissent. It is the duty of educational professionals and administrators to have an



overriding concern to provide the very best possible educational opportunities. As West-Burnham (2010:12) has put it 'it is difficult to conceptualize a situation where anything less than total quality is perceived as being appropriate or acceptable for the education of children'.

Closely linked to the moral imperative is the professional imperative. Professionalism implies a commitment to the needs of students and an obligation to meet their needs by employing the most appropriate pedagogic practices. Educators have a professional duty to improve the quality of education and this, of course, places a considerable burden on teachers and administrators to ensure that both classroom practice and the management of the institution are operating to the highest possible standards.

Competition is a reality in the world of education. Falling enrolments can lead to staff redundancies and ultimately the viability of the institution can be under threat. Educationalists can meet the challenge of competition by working to improve the quality of their service and of their curriculum delivery mechanisms. The importance of TQM to survival is that it is a customer-driven process, focusing on the needs of clients and providing mechanisms to respond to their needs and wants. Competition requires strategies that clearly differentiate institutions from their competitors. Quality may sometimes be the only differentiating factor for an institution. Focusing on the needs of the customer, which is at the heart of quality, is one of the most effective means of facing the competition and surviving.

Schools and colleges are part of their communities and as such they must meet the political demands for education to be more accountable and publicly demonstrate the high standards. TQM supports the accountability imperative by promoting objective and measurable outcomes of the educational process and provides mechanisms for quality improvement. Quality improvement becomes increasingly important as institutions achieve greater control over their own affairs. Greater freedom has to be matched by greater accountability. Institutions have to demonstrate that they are able to deliver what is required of them.

Olayiwola (2006) defines quality as fitness for purpose. Quality must meet requirements, expectations and probably exceed expectations. The concept of quality dates as far back as man's early civilization. However, it was during the Greek philosophic history that much emphasis was placed on its significance. Today, quality is an important issue in all spheres of human endeavour and has become the main focus of most organizational transformation efforts in the new millennium.

According to Lawal (2006) quality, in essence, means customer satisfaction, and is generally seen today as the key to the achievement of competitive advantage. TQM as an organizational philosophy sees quality as "conformance to correctly defined requirements that satisfy user needs". The definition emphasizes the ultimate goal of quality products and services that meet customer needs and expectation at a cost that represents the best value. Quality is viewed in recent years as a system having many elements that contributes to a specific purpose (Mohanty & Lakhe, 2002).

Statement of the Problem



The quality of education obtained in the Nigerian Universities has been watered down over the years. In the 1980s, Nigerian universities and other tertiary institutions were highly rated with international standards, which commanded a premium anywhere in the world. But in the recent years, the educational system has passed through tremendous odds, which has placed a grip of insecurity and uncertainty about the relevance of educational instruction to current market realities (Okumagbe, 2007).

One of the major problems affecting educational institutions is the increasing misalignment between the needs of the society, reflected through the needs of industries, research establishment, government departments and the like, and the output provided by these institutions. Cheru (2002) posited that education is the cornerstone of human development in every society. Business education is not left out, as its importance to the overall wellbeing of a nation's economy needs not to be overemphasized. Imeokparia and Ediagbonya (2012) conceived business education as the development of appropriate knowledge, skills, attitudes and understanding required to fit into chosen business occupation or occupations. Against the background that the researcher assessed the quality imperatives of business education programme among tertiary institutions in Delta State, using the four quality imperatives developed by Sallis (2005).

Purpose of the study

The purpose of the study was to assess the quality imperatives of business education programme among tertiary institutions in Delta State. This purpose is expressed in the following specific objectives:

1. To assess the moral imperatives of business education programme among tertiary institutions in Delta State
2. To assess the professional imperatives of business education programme among tertiary institutions in Delta State
3. To assess the competitive imperatives of business education programme among tertiary institutions in Delta State
4. To assess the accountability imperatives of business education programme among tertiary institutions in Delta State

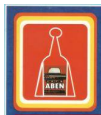
Research Questions

The following research questions guided the study:

1. What are the moral imperatives of business education programme among tertiary institutions in Delta State?
2. What are the professional imperatives of business education programme among tertiary institutions in Delta State?
3. What are the competitive imperatives of business education programme among tertiary institutions in Delta State?
4. What are the accountability imperatives of business education programme among tertiary institutions in Delta State?

Hypothesis

This null hypothesis was tested at 0.05 level of significance:



Ho: There is no significant difference in the responses female and male business educators on the quality imperatives of business education programme among tertiary institutions in Delta State

Method

The researcher adopted a survey research design to study assessing the quality imperatives of business education programme among tertiary institutions in Delta State. The population of this study consisted of 53 business education lecturers in four tertiary institutions in Delta State, where business education programme is run, with the spread as follows: Delta State University, Abraka (8), College of Education, Warri (15), College of Education, Agbor (20), and Delta State College of Education, Mosogar (13). These 53 lecturers are made up of 22 females and 31 males. Since the population is manageable, the entire population was used as the sample size. The researcher developed a 16-item five-point likert scale instrument for the study titled "Assessing Quality Imperatives for Business Education Programme Questionnaire (AQIBEPQ)". The descriptive statistical tool of mean was used to answer the research questions while the t-test was used to test the null hypothesis. A mean of 3.00 and above was used as a basis to accept the research questions, while a mean below 3.00 was used as a basis to reject the research questions.

Results

Research Question One: What are the moral imperatives of business education programme among tertiary institutions in Delta State?

Table 1: Mean responses of Business Educators on the Moral Imperatives of Business Education Programme

S/N	STATEMENT	N	Mean	Remark
1	There is moral high ground in business education programme	53	3.88	Accepted
2	Business education programme has a lot of educational opportunities	53	4.02	Accepted
3	Business education is not below the acceptable standard of education for students	53	3.70	Accepted
4	Parents have high value for business education programme	53	2.60	Rejected
Grand mean			3.55	Accepted

Table 1 shows that all items regarding the moral imperatives of business education programme among tertiary institutions in Delta State are accepted as indicated by their high mean which are above 3.00; except for item 4 which has low mean of 2.60. However, the high grand mean of 3.55 shows that the moral imperatives of business education programme among tertiary institutions in Delta State are accepted.

Research Question Two: What are the professional imperatives of business education programme among tertiary institutions in Delta State?

Table 2: Mean responses of Business Educators on the Professional Imperatives of Business Education Programme



S/N	STATEMENT	N	Mean	Remark
5	Business education lecturers employ the best pedagogical practices for the business education programme	53	4.00	Accepted
6	Business educators are constantly improving in their deliveries to students	53	3.99	Accepted
7	Business educators express standard practices during classroom instruction	53	3.40	Accepted
8	Management of tertiary institutions apply standard practices in management and administration of business education programme	53	3.00	Accepted
Grand mean			3.60	Accepted

Table 2 shows that all items regarding the professional imperatives of business education programme among tertiary institutions in Delta State are accepted as indicated by their high mean which are above 3.00 and above. More so, the high grand mean of 3.60 shows that the professional imperatives of business education programme among tertiary institutions in Delta State are accepted.

Research Question Three: What are the competitive imperatives of business education programme among tertiary institutions in Delta State?

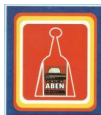
Table 3: Mean responses of Business Educators on the Competitive Imperatives of Business Education Programme

S/N	STATEMENT	N	Mean	Remark
9	Business education programme is customer-driven in meeting society needs	53	3.62	Accepted
10	Mechanisms are in place to improve the quality of business education curriculum delivery	53	3.12	Accepted
11	Business education programme is focused on the needs of students	53	4.06	Accepted
12	Business education programme constantly evolves strategies that differentiate her programme from others	53	3.11	Accepted
Grand mean			3.50	Accepted

Table 3 shows that all items regarding the competitive imperatives of business education programme among tertiary institutions in Delta State are accepted as indicated by their high mean which are above 3.00. Also, the high grand mean of 3.50 shows that the competitive imperatives of business education programme among tertiary institutions in Delta State are accepted.

Research Question Four: What are the accountability imperatives of business education programme among tertiary institutions in Delta State?

Table 4: Mean responses of Business Educators on the Accountability Imperatives of Business Education Programme



S/N	STATEMENT	N	Mean	Remark
13	Business education programme is always accountable to institutions management	53	4.20	Accepted
14	Business education programme meets up her political demands	53	3.00	Accepted
15	Business education programme promotes objective and measurable outcomes of the educational process and provides mechanisms for quality improvement.	53	3.20	Accepted
16	Business education programme ensures that they are able to deliver what is required of them	53	3.14	Accepted
Grand mean			3.39	Accepted

Table 4 shows that all items regarding the accountability imperatives of business education programme among tertiary institutions in Delta State are accepted as indicated by their high mean which are 3.00 and above. Furthermore, the high grand mean of 3.39 shows that the accountability imperatives of business education programme among tertiary institutions in Delta State are accepted.

Hypothesis

Ho: There is no significant difference in the responses of female and male business educators on the quality imperatives of business education programme among tertiary institutions in Delta State

Table 5: Two-tailed t-test of difference between Female and Male Business Educators on the Quality Imperatives of Business Education Programme

Respondents	N	X	Std	Df	Level of sig.	Std error	t-cal	t-crit	Decision
Female	22	3.62	0.81	51	0.05	0.118	1.67	1.96	Accepted
Male	32	3.80	0.84						

Since the calculated value of t-(1.67) at 51 degree of freedom is lesser than the critical value of t-(1.96), the null hypothesis is therefore accepted or upheld. Table 5 shows that there is no significant difference in the responses of female and male business educators on the quality imperatives of business education programme among tertiary institutions in Delta State. This means that female and male business educators responses on the quality imperatives of business education programme among tertiary institutions in Delta State, are the same or similar.

Discussion of Findings

The study assessed the quality imperatives of business education programme among tertiary institutions in Delta State. The study revealed that the quality imperatives (moral imperatives, professional imperatives, competitive imperatives, and accountability imperatives) of business education programme among tertiary



institutions in Delta State are accepted. In supporting the findings, Sallis (2005) noted that, it is the duty of educational professionals and administrators to have an overriding concern to provide the very best possible educational opportunities. Educators have a professional duty to improve the quality of education and this, of course, places a considerable burden on teachers and administrators to ensure that both classroom practice and the management of the institution are operating to the highest possible standards. On competitive imperatives, he also noted that competition is a reality in the world of education. Falling enrolments can lead to staff redundancies and ultimately the viability of the institution can be under threat. Quality improvement becomes increasingly important as institutions achieve greater control over their own affairs. Greater freedom has to be matched by greater accountability.

It was discovered that there was no significant difference in the responses of female and male business educators on the quality imperatives of business education programme among tertiary institutions in Delta State. This means that female and male business educators responses on the quality imperatives of business education programme among tertiary institutions in Delta State, are the same or similar. Igberaharha (2009) noted that there is a growing crescendo of voices speaking out now on quality education. The state of a nation's educational sector therefore goes a long way to determine the quality of manpower required for socio-economic advancement.

Conclusion

A possible reason for the enigmatic nature of quality is that it is a dynamic idea. The emotional and moral force that quality possesses makes it difficult to define accurately. Hence, the study hinged quality on the work of Sallis (2005) in assessing quality imperatives of business education programme among tertiary institutions in Delta State. It was however concluded that the quality imperatives (moral imperatives, professional imperatives, competitive imperatives, and accountability imperatives) of business education programme among tertiary institutions in Delta State are accepted.

Recommendations

The following recommendations are made in this study:

1. Business educators should promote the enhancement of academic potential within them in tertiary institutions and encourage high quality teaching.
2. Management and administrators of tertiary institutions should train and disseminate new methods and technologies of teaching from time to time, to keep pace with the global economy
3. There should be an improved procedures for faculty or school performance evaluation for business educators that will harness the sincerity academia deserves
4. Management and administrators of tertiary institutions should develop students' satisfaction questionnaires for assessing different aspects of business educators teaching methods, as this will enhance the teaching effectiveness of business educators.



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