TOWARDS QUALITY ASSURANCE IN BUSINESS EDUCATION IN NIGERIA

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Abstract

This study x-rays the conception of quality assurance in business education schemes in African nation with specific relevance its constraints and management measures. The importance of quality business education in nation building can’t be overemphasized. The total essence of quality assurance in business education is to boost and improve the effectiveness and potency of the system towards achieving the set standards. However, in recent times, evidences abound that the education system in the African nation (business education inclusive) is playing below expectations. Although, quality assurance of business education program in African nation could be threatened by several factors like poor analysis program, inadequate funding, poor direction, attitudinal failure among others however the case is reversed and revamped for quality to be assured. Hence, there has been a concerted effort targeted at bettering this deplorable state of affairs. It absolutely was supported this so, that this study suggested some management measures that would facilitate to boost the measure of business training in the African nation. Accordingly, the report suggests a conclusion of the topic matter and it absolutely was suggested among others that there should be a positive attitudinal modification, internal integrity and commitment by all stakeholders to the total problems with education for quality to be assured in business education in the African nation.

Keywords:
Attitudinal change, evaluation, funding, minimum standards, Nigeria, quality assurance.
Introduction

Education is clearly the fundamental instrument of economic growth expansion technological progression of any society. It is in the identity of this indisputable fact that governments execute large resources to ensure the provision of education for their voters and additionally customized their policies towards making sure that it is made accessible to the generality of their group (Oyebade et al., 2008). However, business education is an essential part of this general teaching. It is concerned with the importing of business orientation and data for personal and national development. Business education consists of teaching students the fundamentals, concepts, theories and processes of concern. To Okoli (2010), business education is an important component of the overall education which stresses on skills and capabilities attainment for utilization in offices and business related occupations. Similarly, Nwanewezi (2010) describes business education as surrounding education for office occupations, business teaching, business governance and economic understanding. In all, Abdulkadir (2011) noted that one remarkable important characteristic of the business education program is that, its products can function independently as self-employed and employers of labor. In the present end, the church doctrine of business education embraces basic education for teaching careers, entrepreneurship, business understanding, office environment and business practices. Education in this field happens at several levels, including elementary, secondary and better education, with the best activity in the latter. However, Igboke (2005) enumerated the following because the objectives of business education the least bit levels of instruction:

• To acquire the essential data and skills of business education.
• To relate the information and skills noninheritable to national development.
• To develop basic skills in workplace occupation.
• To supply the needed background for teaching in business disciplines.
• To organize students for additional coaching in business disciplines.
• To supply orientation and basic skills with that to begin a lifetime of work for people who might not bear additional coaching.

For education to essentially function as a regular vehicle for socioeconomic development and development moreover as for the realization of those lofty objectives of business education in
tandem bicycle, academic establishments and its systems should work optimally in reference to its set standards. It consequently becomes imperative for a systemic quality assurance within the administration, teaching and learning of business education in the Federal Republic of Nigeria. Hence, this study seeks to consider the issues of quality assurance in Nigerian business education program in reference to its constraints and management measures. Abstract view of quality assurance: making certain quality of education delivery in the Federal Republic of Nigeria could be an elementary and contemporary challenge within the education Subsector. Quality assurance is intended to prove as well as improve the standard of an institution’s ways and educational processes and merchandise. According to Igborgbor (2012), quality assurance connotes all the steps taken to confirm that the educational system is better able to satisfy the desires of every society. Within the view of Kontio (2012), quality assurance suggests that all the procedures, processes and systems that support and develop the education and alternative activities of the upper education. To Kontio, quality assurance and auditing a way to support education to boost its quality of delivery. Similarly, Oladipo et al. (2009) see quality assurance as the connectedness and the appropriateness of the education program to the wants of the community that It is provided. They further maintain that it is the arrangement made or the mechanism place in place to maintain the degree of excellence of an educational product or services. Quality assurance requires a series of operational techniques and natural processes which embody all action taken for standards to be achieved. Quality assurance is the complete method of creating certain utmost efficiency and usefulness of academic programs and services in reference to their context, mission and explicit objectives. The necessity for quality assurance in Nigerian business education for effective teaching and teaching cannot be exaggerated. However, Adegbasan (2011) enumerated the subsequent as the major desires for quality assurance in the Federal Republic of Nigeria education system:

- To function indispensable element of quality control strategy in education.
- To confirm and maintain higher customary of education in any respect levels.
- To assist in observation and supervision of education.
- To see the standard of the teachers’ input.
- To see the amount of classrooms needed based on the common class size to confirm quality control of education.
• To see the extent of the adequacy of the facilities obtainable for quality control.

• To confirm however the monetary resources obtainable can be provisioned and judiciously applied. On the opposite hand, Ehindero (2004) postulates the following as the basic indices for quality assurance in education:

• Learners’ entry behavior, characteristics and attitudes together with some demographic factors that can hold back or facilitate their learning

• The teachers’ entry qualifications, values, education skills and skilled readiness.

• The teaching/learning process together with the structure of the syllabus and learning environment.

• The flow of operational funds together with its adequacy and regularity.

The interplay of these and other associated components can go a protracted manner in determining the outcome of any political platform. It is obvious that philosophical objectives of the quality assurance area unit the decision of the program to coach people to attain competence in an exceedingly given space of commercial production operate. The main aim is to stop issues, strengthen structure systems and frequently improving performance. Linking up to the university, Uvah (2005) explains that the standard of university graduates can be measured by how well they need be prepared for keeps and services to society in varied spheres of human endeavor. Quality of education is not determined by the tip product alone but conjointly the processes leading to the tip product is as important as the product. The product is simply pretty much as good as the system that produces it. Therefore, if the input is faulty, the output might doubtless be faulty also. They each form part of a cyclic process with each account from and conjointly feeding into the opposite. This is illustrated in the Fig. 1.

In Fig. 1, emphasis is on the input and process
A combination that produces the output with feedback mechanism to measure whether or not the objectives have been achieved or otherwise and to see where to fine-tune. The input section includes the teachers, equipment, funds, infrastructures, supervisors etc., the process part includes the system, curriculum, teaching/learning interactions among others. The output components are the varsity products, students’ achievements, skills, attitudes and general demeanor. The reactions from every of these components are channeled back to the input stage through the feedback mechanism for correct management. Quality assurance activity parameters: to live the standard of a program are extremely necessary in an educational system. Sound (2011) opines that quality of education may well be measured supported many criteria such as market demand of graduates, admission in foreign universities, research and publication and institutional affiliations. However, Oladipo et al. (2009) submitted that quality of education may well be measured in terms of quality of input, quality of production, quality of methods and quality of content.

Quality of input: Input here includes both human and material resources put into educational production process. They are the teachers, administrators, classrooms, facilities, equipment and other infrastructures. What is the status of these resources in terms of quality and quantity in the schools?

Quality of output: The quality of education does not depend solely on resource inputs, but also on the output, which include academic achievement on tests, scores and progression and pass rates, thus, the internal and external efficiency. How efficient are the products of the schools? If the input is faulty, the output may likely be wrong too.
Quality of process: This suggests student/instructor interaction, level of learner’s participation and involvement in learning. The method of teaching and learning ought to be fair and firm with the students. This is often another indicator of quality education program.

Quality of content: The program content of our educational system had been criticized as being overloaded, obsolete and doesn't sufficiently attend to the demands of the Nigerian learner. The information from the observance of Learning achievement (MLA) project has conjointly shown that there's a big gap between the magnet programs and the achievement program. So, the content of learning is yet another indicator of the caliber of a program. A scientific and consistent quality assurance system helps to establish an institution’s smart name, image and believability.

Constraints of quality assurance in business education

1. Poorly coordinated supervision mechanism.
2. Under this fund?
3. Student explosion (over enrollment).
4. Poor management and governance.
5. Attitudinal failure.

Control measures of quality assurance in business education

1. Program monitoring and evaluation.
2. Adequate funding is needed.
3. Enhanced supervision.
4. Retraining of teachers.
5. Research improvement.
6. Retraining of teachers.
7. Attitudinal change.

CONCLUSION:

Education in African country, (business education inclusive) has gone below its expectations. The system has jumped from its original intentions because the educational conditions are deteriorating, classrooms are overcrowded, laboratories lack the basic instrumentality, libraries are nothing however a set of obsolete materials, incessant strike actions and students’ unrest. All these have led to a sharp fall in the standard and quality of education in
the African country. Excluding these apparently deficiencies in the sector, there's Associate in Nursing attitudinal failure on the part of all stakeholders. However, this case in the education sector is not irreversible given that there's a positive attitudinal amendment by all stakeholders.

RECOMMENDATIONS

- Base on the preceding discourse on ensuring quality of business education in Nigeria however, the following recommendations are made.
- There ought to be a strategic vibrant framework for evaluation and observance the of entire business education program. This could be done by internal and external organs.
- There ought to be a strong institutional supervising mechanism to frequently supervise the teaching and learning of business education towards quality assurance.
- Funding of business education ought to be improved by school owners and donor agencies to make sure quality of the program.
- Business educators ought to be subjected to training and retraining from time to time so as to remain relevant and helpful.

There must be a positive attitudinal amendment, internal integrity and commitment by all stakeholders to the complete issues of education for quality to be assured in business education.

REFERENCES


