

QUALITY ASSURANCE IN TEACHING AND LEARNING OF BUSINESS EDUCATION PROGRAMME IN COLLEGES OF EDUCATION IN NIGERIA

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Abstract

This study adopted descriptive survey design to find out the extent to which quality is enshrined in teaching and learning of business education programme in Nigerian colleges of education. Data were collected for the study through administration of validated questionnaire on the respondents. The test-retest method was used to establish the reliability of the instrument and the overall correlation coefficient of 0.89 was obtained. The mean statistics were used to answer the research questions while the three null hypotheses were tested at the alpha level of 0.05, using t- test statistics. Any hypothesis with calculated t – value lower than the critical table value of 1.96 for required degree of freedom of 81% was accepted. The findings of the study revealed that the quality assurance for qualitative teaching and learning of Business Education should base on concept of assurance of quality in Business Education and effective assurance mechanism so that teachers and students will put heads together by making sure that teaching and learning is efficient and productive. The study recommends that the management/employers in the school system should make sure that appointments are appropriately done by employing qualified teachers into the subject area where they fit and ensure that teachers always teach at the right time with suitable instructional materials. Stakeholder should also work hard to ensure proper inculcation of act of quality assurance in Nigerian Colleges of Education.

Keywords: Quality Assurance, Teaching, Learning, Business Education and Colleges of Education.

Introduction

Business education deals with the systematic way of transferring pedagogy and business competencies necessary for enabling students to acquire adequate attitudes, concepts, knowledge, understanding and skills in business activities for vocational usage. These skills are needed to function as an administrator, manager or teacher wherever students may find themselves in the business world. Amoor (2010) postulated that learners should possess adequate knowledge, skills and competencies that are appropriate for their areas of responsibility. This would meet the aspirations of the labour markets through teachers' quality that entails effective and excellent teaching that improves students learning and satisfaction. For the objectives of business education and other inherent benefits of education to be realized, there is need to ensure quality and sustainable standards in the education system.

Oladipo, Adeosun and Oni (2009) described quality as the extent or degree to which a system of education conforms to established standards and appropriateness. Therefore, quality in education is the extent to which educational programme conforms to the standard and norms

expected of it by its beneficiaries. Since no educational system can grow above the level of its teachers, academic excellence begins with high quality teachers. Achieving quality output through curriculum implementation demands that teachers should update their knowledge to be resourceful.

When teachers attend seminars, workshops and conferences, their efficiency and productivity is enhanced. In the same vein, when teachers have opportunity to run developmental programmes in relevant fields, they are empowered for effective delivery. To ensure effective delivery, teachers' quality which means the ability of a teacher to raise students' performance on skills and course tests must be assured. Assurance of quality in education means the entire process of ensuring maximum effectiveness and efficiency of educational programs and services in relation to their context, mission and stated objectives.

Quality assurance in the educational system center on the extent to which institution meets the yearning of the user of manpower (employers of labour) in relation to quality of skills acquisition by their output. Okebukola (2006) was not happy about the quality of graduates produced in tertiary institutions in Nigeria most importantly especially in the past six years and rated as low, the quality of those that would graduate in the next two to three years. Due to the dwindling quality in recent years, the popularity for which Nigerian educational system is known is gradually glowing down. This is obvious from the reports and data gathered from employers of labor in the world of work.

Parents are now looking for other ways of training their children in such countries as Southern African and Ghanaian universities and even beyond. This ugly situation in Nigeria tends to negate the tenet of quality business education programmes which is essentially one of the vocational courses established to produce high quality workforce for self-employment and national development.

However, this study assessed the effectiveness of some of those strategies considered to be more important in the programmes of business education in Nigerian colleges of education. Since business educators form part of the key players in ensuring quality business education programme, it is therefore important to assess the opinion of business educators on the need for quality assurance in teaching and acquiring business education skills in Nigerian colleges of education.

Literature Review

The development process of any country is determined by the way the production forces in and around the economy is organized. In most countries, development of industry depended largely on the roles of private sector and entrepreneurship. Mitra and Abubakar (2011) examined the role that business education will play in promoting entrepreneurship in Nigeria. They asserted that Business education is a programme that gives the learners skills required to assist him or her to function well in business and make the individuals self-dependent. This will help to promote nation's growth and economic development. The knowledge, skills, abilities and competencies gained from business education assists the individual graduate to understand the economic situation of his or her country and will enhance his present and future standard of living. In order to be a functional member of the society, the business education is one of the vocational areas, needed to be effectively taught by the teacher using the appropriate and required materials to make it functional.

Competition abounds everywhere and to survive, it will hardly be possible without functional education in the areas of business. Deficient graduates will not be able to compete favorably and positively in the world of work. Business education students need qualitative education that will induce them to contribute positively to the economy before and after

graduation. Worrisome however, is the quality of education and training provided for business education students in Nigeria and this has been a source of serious concern in recent times.

Teaching appointment is being given to unqualified applicants in the Nigerian school system where most of these teachers do not have flair for teaching, many teachers had no time for their students because of their private and part-time businesses outside the classroom (Nwalado 2010). Some teachers delay their teaching to the end of the semester before entering the class, thereby limiting the scope of coverage to teach and making the students to easily read and pass examinations. Such teachers are interlopers in the field of business education because they lack the skills and knowledge required for business education curriculum implementation. Business education is not for dropouts as some people perceived it but rather an educational training that incites the individuals to get the knowledge, skills, competencies and abilities that are relevant to commerce and industry and for the social and economic development of the society. Moreso, it is the provision of teachers with adequate business skills and pedagogy needed to teach business skills, knowledge, attitudes and competencies to the students of business education at all levels. For business education graduates to fit into the world of work, the course must be effectively taught by qualified business education teachers.

Teaching and learning are opposite sides of the same board, since a lesson is not taught until it has been learned (Urevbu, 2001). Based on the above, there is need to upgrade the level of quality of the teachers and students by providing them with the necessary skills, equipment and training and making sure that the skills, training, knowledge acquired are being utilized in the classroom.

Quality Assurance in Teaching and Learning in Business Education

Quality assurance can be seen as all the attitudes, objectives, actions and procedures that ensure appropriate academic standards are being maintained and enhanced in and by each programme. It therefore demands that appropriate framework and strategies for its realization be properly laid down and faithfully implemented. Teaching in business education subjects requires integrated application of teaching methods and creative approach to their selection and structuring. The specific nature of this kind of teaching requires the application of methods based on image and performance, rather than methods solely based on discourse. Hence, methods used for imparting knowledge in business education subjects are: demonstration method, lecture method, discussion method, simulation method, 'direct research, visual presentation, supervised performance as the workstation, trips, conferences, homework, written and practical examinations.

Teaching business education involves instructional processes that are complex, as well as finding facts and figures that are robust to back up skills acquisition. Business teachers must choose correct teaching methodology that are appropriate to ease the process of learning. Teaching most times need to be accompanied with diagrams, pictures, tables as well as demonstrations where necessary to facilitate learning.

Okebukola (2010) views quality assurance as an activity that includes three processes such as the input, process and output. The input as the author asserts, comprised all activities that involves raw materials to be used in making learning possible, including the learners themselves, as well as knowledge and experiences they are coming in with to learn. The process also includes all activities the teachers put in place to make learning possible such as methodology and the wealth of experience while the output is the outcome of the interaction of both the input and the process i.e. quality of skills acquired for the world of work.

Quality assurance is a planned and systematic review process of an institution or programme to determine that acceptable standards of education, scholarship, teaching, and administration are being maintained and enhanced (Quality Assurance Support Programme for

African Higher Education in Boise 2012). From the views above, quality assurance is a preventive measure geared towards ensuring greater quantity and quality input in the school system.

Business Education's Objectives

The objectives of Business education are summarized in minimum standard for Colleges of Education (NCCE 2008) thus: To produce well qualified and competent NCE graduates in business subjects who after graduation will be able to teach subjects in business studies in junior secondary schools whether in the public or private institutions. To produce NCE business teachers who will be able to inculcate the aspects of vocation in business education into the society. To produce NCE business teachers who will be instil into the heart of pupils and students the virtue of having vocational education intent right from their youthful days so that when they grow up they will find themselves naturally in vocational and technical education and have the culture of progressing in it.

Measuring the Quality of Business Education Programmes

There exists some online ranking of the institutions, which does not reflect true quality assurance. So the discussion on measuring the business education quality is of very much importance and demanding. Quality of business education in Nigerian colleges of education can be measured based on several criteria like: Market demand of graduates; Admission in foreign universities and Research & publication: Here, the market value of the graduates is determined by the academic institution. There are some corporate bodies which specifically mention some institutions to seek employees. So, this can be a quality parameter to measure the quality of content of business education programme of any institution.

Instruments to Assure Quality Business Education Programmes

Having discussed some criteria for the assurance of quality in the teaching and learning in business education, these criteria can be fulfilled depending on instruments used to ensure the quality of education. They include: Quality of syllabus; Quality manpower; Quality admission process; Infrastructural facilities and Good governance should be adopted because balanced strategic executive committee will check and provide finance and logistics to the institution. Also, the quality of a profession cannot be ascertained and improved upon if the individuals who enter into such a profession are not ready to meet the required standards.

The quality of any profession depends on the quality of the candidates it can attract. Fixing higher entry requirements may allow professional education and practical experience requirements to be met in a shorter period of time. Any definition of quality must be in terms of the context in which it is used. In the case of business education programme, we should have it at the back of our minds that an institution may be of high quality in one of the factors but weak in others.

Considering these factors, Green (1994) lists four different approaches to quality in the field of higher education. These are: Exceptional (highest standards); Conformity to standards; Quality as conformity to standards to achieving institutional goals; and Meeting customers' needs. Quality in terms of exceptionality of individuals: This is associated with the stance of providing a product or service that is different and special, and which confers status symbols to the owner or users. In business education, an institution that demonstrates exceptionally high standards is regarded as a 'quality institution'.

An institution that meets the set standards, can be called a quality institution that could be accorded a particular status. This approach is usually followed by most regulatory bodies to determine institutions or programmes that meet certain criteria. Such institutions may be given

an approval to start programmes or recognition for a particular status or funding depending on the context. However, this approach may raise question about the approach the institution used to set its goals and how such goals are met, the question of how customers' (parents') needs are met, and how satisfied the customers are.

Strategies for Quality Assurance

Assurance of quality is the entire process of ensuring maximum effectiveness and efficiency of educational programs and services in relation to their context, mission and stated objectives. The purpose of quality assurance is to train individuals to achieve competence in a given area of educational system, therefore, if the input is faulty, the output may likely be faulty as well. They both form part of a cyclic process with each deriving from and also feeding into the other. The need for achieving quality in Nigerian business education in term of quality teaching and learning cannot be overemphasized.

However, Adegbasan (2011) enumerated the following as the major needs for quality assurance in Nigeria education system: To ensure learners' entry behavior, characteristics and attitudes including some factors that can facilitate their learning, To ensure teachers' entry qualifications, values, pedagogical skills and professional preparedness and maintain higher standard of education at all levels, To ensure teaching/learning processes which may entails the structure of the curriculum, learning environment and determine the level of adequacy of the facilities available for quality control, To ensure free flow of operational funds including its adequacy and regularity; and, To determine the number of classrooms needed based on the average class size to ensure quality control of education. The interplay of these and other related factors will go a long way in determining the outcome of any educational program.

Statement of the Problem

Recent development in business education programmes seems to indicate that all is not well as expected with quality assurance of the system. It could be deduced from the present events and trends in the country that many business education graduates cannot secure meaningful job or become self-employed. This shows that business education is not meeting its expectations in terms of the quality of teaching and services. Though teacher's effectiveness and efficiency have been mentioned severally in meetings and discussions, its importance requires that more detailed discussion should be carried out on it. A teacher cannot teach what he/she do not know. Therefore, process of quality assurance in business education, should start with the quality of the teachers who are supposed to implement the school programme. Consequently, the quality of the students who are supposed to undergo the training will be enhanced. The current advancement in technology requires that teachers should be given the opportunities to be trained and retrained regularly to keep them abreast of the advancement in technology. Hence, the need to examine the opinion of business educators on quality assurance in teaching and learning of business education programme in colleges of education in Nigeria.

Purpose of the Study

The main purpose of this paper was to investigate the quality assurance in teaching and learning process in business education programme in Nigerian colleges of education. Specifically, the study sought the opinion of business educators on:

1. the extent to which quality is assured in the teaching and learning of business education programme in Nigerian colleges of education.
2. the extent of the adequacy of the curriculum of business education in Nigerian colleges of education.

3. the impact of in-service training given to business educators as a strategy to ensure quality in business education programme in Nigeria.

Research Questions

The following research questions guided the study:

1. To what extent is quality assurance enshrined in the teaching and learning procedures in business education programmes in colleges of education in Oyo state?
2. What is the extent of adequacy of the curriculum of business education in colleges of education in Oyo state?
3. What is the extent of in-service training given to business educators as a strategy to ensure quality in the programme of business in Nigeria?

Research Hypotheses

1. **H₀₁:** There is no significant difference between the mean responses of male and female business educators on the extent to which quality is assured in the teaching and learning procedures used in Nigerian colleges of education.
2. **H₀₂:** There is no significant difference between the male and female mean responses of business educators on the extent of adequacy of the curriculum of business education among tertiary education institutions in Nigeria.
3. **H₀₃:** Male and female lecturers of business education do not differ significantly in their mean responses on the impact of in-service training as a strategy to ensure quality in the programme of business education in Nigeria.

Significance of the study

The findings of this study would draw the attention of the management and curriculum planners, business education students, business educators to quality assurance in business education programmes.

Business educators in Nigerian colleges of education would also benefit from the study because it will identify those strategies that will ensure quality in the programme of business education which business educators are the major implementers. Business education curriculum planners would also benefit from the study by getting to know the quality assurance strategies considered effective by business educators for improving the quality of business education graduates that suit the present innovations, trends and practices in global education. Management in Nigerian Colleges of Education will benefit by ensuring that strategies considered effective are adopted in colleges of education so as to ensure qualitative programme in Nigeria.

Methodology

This study adopted the descriptive survey design. The area of the study was federal and state owned colleges of education in Oyo State, Nigeria. The instrument used for data collection was questionnaire on 4 point Likert scale with response items as: Very Great Extent (VGE), Great Extent (GE), Little Extent (LE) and Very Little Extant (VLE) rated 4, 3, 2, 1 respectively. The population of the study consisted of 35 business educators purposively selected from the chosen institutions. Thirty-five copies of the questionnaire were distributed but thirty-three copies were retrieved from the respondents representing 94.29 % return rate. Data were collected for the study through the administration of validated questionnaire on the respondents. The test-retest method was used to establish the level of reliability of the instrument and the overall correlation coefficient of 0.89 was obtained. The mean statistics were used to answer the research questions. Questionnaire items with mean score of 2.50 and above were regarded as

accepted while items with mean score of below 2.50 were regarded as rejected. The three null hypotheses were tested at 0.05 level of significance using t- test statistics. If the calculated t – value is less than the critical table value of 1.96 for required degree of freedom of 81%, the null hypotheses is upheld but if the calculated t – value is greater than the critical t –value, the null hypotheses is rejected.

Data Analysis and Interpretation

Research Question 1: To what extent is quality assurance enshrined in the teaching and learning procedures in business education programmes in colleges of education in Oyo state?

Table-1: Mean (x) responses with standard deviation on the extents of quality assurance as enshrined in the teaching and learning procedure in business education programme in colleges of education in Oyo state?

S/ N	ITEM STATEMENT	VGE (4)	GE (3)	LE (2)	VLE (1)	$\bar{X}$	SD	DECISION
1.	To what extent do you agree that methodology of teaching business have been enhancing the students' interest overtime.	5	7	10	11	2.28	1.10	Rejected
2.	The methodology used in teaching business Education courses in colleges of education is regularly evaluated.	7	4	9	13	1.90	0.97	Rejected
3.	Most business educators do not use traditional method in teaching business education courses.	4	6	11	12	2.06	0.98	Rejected
4.	Poor performance and negative attitude of students in business education is as a result a low quality assurance in the teaching methods used for the subject.	10	12	6	5	2.69	1.06	Accepted
5.	The college management always assess and evaluate the content of lecture note given to students by the lecturers.	8	5	10	10	1.82	1.04	Rejected

Source: Field Survey 2019

Table 1 shows that the items 1, 2, 3 and 5 outlined were rejected based on the decision that their mean ratings were less than the cut-off point of 2.50 which implies that the respondents disagreed that methodology of teaching business education have been enhancing the students' interest in business education programmes and hence their poor performance in business education courses.

They also disagreed that: methodologies used in teaching business education in the colleges of education were regularly evaluated by concerned bodies. Also, most lecturers do not use traditional method for teaching business education courses. They agreed that poor performance and low quality assurance result in teaching method used for the subject.

Research Question 2: What is the extent of adequacy of curriculum of business education in colleges of education in Oyo State?

Table-2. Mean (X) scores on the extent of adequacy of the curriculum of business education in colleges of education in Oyo state?

S/ N	ITEM STATEMENT	VGE (4)	GE (3)	LE (2)	VLE (1)	$\bar{X}$	SD	DECISION
1.	To what extent do you agree that most business educators teach their courses based on curriculum of business education programmes.	55	10	13	39	2.04	1.12	Rejected
2.	Most of the business educators always find it easy to strategically use modern techniques to motivate the students to learn subject content in curriculum.	4	6	11	12	1.81	0.93	Rejected
3.	Only business educators with the requisite qualifications and experience are employed to teach business education courses.	6	5	9	13	2.01	1.03	Rejected
4.	Being a business educator is a criterion for teaching business education courses in colleges of education in Oyo state.	3	4	10	16	2.11	1.02	Rejected
5.	Most of the business educators are competent and familiar with business education course content in the curriculum in computer packages.	5	5	11	12	1.98	0.91	Rejected

Source: Field Survey 2019

Table 2 shows that the all items outlined were rejected based on the decision that their mean ratings of 2.11 to 1.81 respectively were less than the cut-off point of 2.50 which implies that the respondents rejected that most business educators teach their courses based on curriculum of business education programmes, most of the business educators always find it easy to strategically use modern techniques to motivate the students to learn subject content in the curriculum. The respondents rejected that only business educators with the requisite qualifications and experience are employed to teach courses in business education.

Being a business educator is a criterion for teaching business education courses in colleges of education in Oyo state and most of the business educators are competent and familiar with business education course content in the curriculum in computer packages were also rejected. It suggests therefore that the curriculum of business education to a very great extent is adequate. This is evident considering the high mean rating recorded against the items.

Research Question 3: What is the extent of in-service training given to business educators as a strategy to ensure quality in the programme of business in Nigeria?

Table-3. Mean (X) scores on the extents of in-service training given to business educators as a strategy to ensure quality in the programme of business in Nigeria?

S/N	IN-SERVICE TRAINING	VGE (4)	GE (3)	LE (2)	VLE (1)	$\bar{X}$	SD	DECISION
1.	Conferences	12	10	6	5	3.88	0.54	Accepted
2.	Seminars	15	11	3	4	4.00	0.56	Accepted
3.	Workshops and Summit	13	10	6	5	3.85	0.53	Accepted
4.	Train-the-trainer programme	16	10	3	4	3.83	0.53	Accepted
5.	Intellectual debates and Academic events (inaugural lecture)	14	11	5	3	3.98	0.56	Accepted

Source: Field Survey 2019

The data in Table 3 indicates how business educators in Nigerian colleges of education considered in-service training for career academics effective as a strategy to ensure the assurance of quality in the programme of business education in Nigerian colleges of education. The result reveals that business educators in Nigerian colleges of education considered provision of various forms of in-service training for career academics as an effective strategy to ensure the assurance of quality in the programme of business education in Nigerian colleges of education. All the items listed in this section received mean rating greater than 3.5 which indicated that in the opinion of business educators, provision of in-service programme in education and training for career academics is an effective strategy for assuring quality in business education programme.

The close range of standard deviation of the responses showed that the respondents were not far apart in their response to this research question. It can therefore be adjudged that providing in-service programme in education and training for career academics is an effective strategy for ensuring quality in business education programme in Nigerian colleges of education.

Hypothesis 1

H₀₁: There is no significant difference between the male and female mean responses of business educators on the extent of adequacy of the curriculum of business education among tertiary education institutions in Nigeria.

Table-4. Test Result on the extent of assurance of quality in teaching methods

Response	N	X	SD	D.f	t-cal	t-crit	Remark
Male	19	2.01	1.01	81%	0.13	1.96	H ₀ is not rejected
Female	14	1.98	0.99				

Source: Author's EView 8.0 Output.

The t-test analysis of data in Table 4 reveals that t-calculated (0.13) is lesser than the critical t-value of 1.96 at 81% degree of freedom and 0.05 level of significance given that the t-calculated is lesser than the t-tabulated, the null hypothesis is hence not rejected and it is concluded that male and female business educators did not differ significantly in their opinions on the extent of quality assurance in the teaching methods used in teaching courses in business education among business educators in Nigerian colleges of education.

Hypothesis 2

H₀₂: There is no significant difference between the male and female mean responses of business educators on the extent of adequacy of the curriculum of business education among tertiary education institutions in Nigeria.

Table-5. Test Result on the adequacy of curriculum of business education.

Response	N	X	SD	D.f	t-cal	t-crit	Remark
Male	19	3.02	0.95	81%	0.76	1.96	H_0 is not rejected
Female	14	2.86	0.92				

Source: Author's EView 8.0 Output

Similarly, Table 5 reveals a t-calculated statistic of 0.76 and t-tabulated of 1.96 at 81% degree of freedom. From the table, the t-calculated is lesser than the critical t-value.

Therefore, the null hypothesis is accepted and it is concluded that there is no significant difference between the mean rating responses of male and female business educators on the extent of adequacy in business education curriculum among Nigerian colleges of education.

Hypothesis 3

H₀₃: Male and female lecturers of business education do not differ significantly in their mean responses on the impact of in-service training as a strategy to ensure quality in the programme of business education in Nigeria.

Table-6. Test Result on the impact of in-service training as a strategy to ensure quality in the programme of business education in Nigeria.

Response	N	X	SD	D.f	t-cal	t-crit	Remark
Male	19	1.88	0.99	81%	2.25	1.96	H_0 is not rejected
Female	14	1.79	0.77				

Source: Author's EView 8.0 Output

The data presented in the Table 6 showed a computed t – value of 2.25, which indicated that the t – calculated, is greater than the t – critical value of 1.96 at 0.05 level of significance so, the null hypothesis is rejected. Hence, male and female business educators were of different opinions regarding the extent of the impact of in-service training as a strategy to ensure quality in the programme of business education in Nigerian college of education.

Discussion of Findings

The findings in Table 1 reveals that the methodology used by business educators in Nigerian colleges is rarely evaluated by the Ministry of Education or the supervising agencies.

Most lecturers still used traditional method in teaching business education courses which has not enhanced the student's interest overtime and as such result in poor performance and negative attitude. Results in Table 2 shows that the curriculum of business education to a very great extent is adequate. This is evident considering the high mean rating recorded against the items. This finding agrees with Ogbakekirigwe (2010), who observes that poor quality and standard in education is attributed to dearth of basic teaching facilities and not necessarily the curriculum.

This might have led to poor academic achievement among business education students. Finally, the result in Table 3 reveals that most of the business educators in Nigeria colleges of education are not computer literate and therefore do not possess the competence in modern and computer based methods used in teaching business education courses. At times, they also find it difficult to motivate the students strategically for effective learning and exhibit incompetence while explaining principles of business education.

The researchers found out that government rarely organize in-service training for business educators, which may be because the lecturers have been certified as business educators but this may not be totally relied upon. Though many of the lecturers are certified academically in related fields with some years of teaching experience, yet regular training programmes should be organized for the lecturers as regular professional empowerment.

Acquisition of information and communication Technology (ICT) skills can be applied to motivate the students and enhance their performance. When many students lack interest and perform poorly, the quality of the lecturers who handled the courses should be assessed, since one cannot give what one does not have. It is only quality lecturers that can guarantee quality service delivery in teaching and learning in business education courses.

Conclusions and Recommendations

The study established that the curriculum of business education in Nigerian colleges of education is adequate and that most lecturers do not follow the scheme in the instructional delivery in business education. However, the study reveals that the methodology used by business educators and the instructional materials do not adequately take care of the students during in structural delivery. These might have contributed to the low performance of students in business education during examination.

The quality assurance in the teaching of business education courses is of paramount importance and concern to both business educators and students offering the subject in Nigerian colleges of education. The paper therefore recommends: Government through ministry of education should update the business educators by organizing in-service training programmes for them with the view to enhancing their knowledge on the methodology and strategies especially in the area of modern and computer based methods used in teaching business education courses. They should actively involve business educators in the planning and development of the curriculum of business education for Nigerian colleges of education.

To maintain standard, lecturers should be induced to make adequate use of instructional materials. Close supervision of the lecturers is important to ensure that business education scheme is adequately covered especially on modern techniques and computer packages before the students were examined. To enhance academic performance of students in business education students in Nigeria colleges of education, only lecturers with the requisite qualifications should be employed to teach courses in business education.

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