Perception of Educators and Students on the Quality of Service Delivery in Business Education Programme in Nigeria

[1]Lilian O. Nwandu, [2]Catherine C. Kanu and [3]Kenneth C. Abuka**

[1&2] Department of Business Education, Faculty of Vocational and Technical Education
University of Nigeria, Nsukka

[3] Department of Business Education, Enugu State College of Education (Technical) Enugu.
**** Correspondence (catherine.kanu@unn.edu.ng)**

Abstract

The study was conducted to investigate the perception of educators and students on the quality of service delivery in Business Education Programme in public universities in Enugu State. The study adopted descriptive survey research design. The population for the study was 394 Business Educators and 374 Business Education undergraduates from Enugu State College of Education (Technical) Enugu (ESUT) and University of Nigeria, Nsukka (UNN) respectively. Taro Yamane formula was used to randomly select the sample size of 193 students from the population while the entire population of the business educators was studied given a total sample size of 213. The instrument for data collection was a structured questionnaire. The instrument was validated by three Business Education experts. The internal consistency of the instrument was established using Cronbach alpha reliability coefficient method which yielded a coefficient of 0.87. Mean and standard deviation were used to answer the research questions while t-Test statistical tool was used to test the null hypotheses at 0.05 level of significance. The study found among others that curriculum that is relevant to students' current and future experience and provide basis for applying knowledge gained to real life situation are very important in defining quality curriculum content. The study further found that access to modern technologies in the classroom and provision of adequate classroom furniture are very important in defining quality teaching facilities while reviewing course materials regularly, mastering of subject matter among others are very important in defining quality teaching and learning processes. The study hence, recommends among others that stakeholders in business education should review the curriculum of business education to ensure that the curriculum is relevant to students' future needs; workshop should be organized for business educators to educate them on the appropriate teaching strategies to adopt so as to cater for individual differences in the classroom among others.

Keywords: Business education, Quality service delivery, Curriculum**,** Teaching and learning

Introduction

The development of a country's natural resources is dependent on the quality of her human resources available to harness and utilize the available resources. However, the quality of human resources in turn depends on the quality of education. Education helps in the positive development of human potentials, talents, intellect, attitude and skills. Education contribute to the individual personal development, increases human productivity and facilitates participation in economic and social life (Oduma, 2013). A very important aspect of the general educational process that develops in its recipients the knowledge, skills, competences, understanding and attitude to survive and contribute meaningfully to the development of the nation either as a producer or consumer of goods and services is business education (Okoro, 2013).

Business education according to Osuala (2004) is a program of instruction which consists of two parts: office education and general business education. The first is a vocational programme in office careers which trains its recipient through initial, refresher and upgrading of education leading to employability and advancement in office occupation while the latter is a programme designed to provide students with information and competences needed by all in managing personal business affairs and in using the services of the business world. From Osuala's view of business education, it equips its recipients with skills to be an employee, employer of labour and, an intelligent consumer of goods and services. To support the above assertion, Odunaike, Ijaduola, and Epetimehin (2012) were of the opinion that business education is geared with responsibility of developing in the learner the ability to become productive in the area of teaching, paid employment and self-employment. In the same vein, authors Chukwurah (2011) and Olowookere and Iyiola (2016), posits that business education is an aspect of educational training that equips business teacher trainees with requisite attitudes, concepts, knowledge, understanding and skills in business related activities that will enable them to fit into personal vocation or employment as managers, teachers, secretaries, administrators and to pursue a career wherever they find themselves in the business world.

Business education plays a vital role in producing required manpower with the requisite skills and aptitude necessary for harnessing other resources to produce goods and services required by the society for the satisfaction of their wants and needs (Adebisi, 2016). From the above assertion; it is glaring that business education as a programme of study is saddled with numerous responsibilities of producing individuals that will contribute meaningfully to the economic development of the nation either through paid employment or self-employment. For business education to achieve its objectives, quality service delivery is an indispensable tool. Furthermore, to be able to provide quality service depends on the ability to know customers perceptions and expectations so as to provide a quality service that meets their requirement.

Quality is, "the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs"(Reddy, 2012, p. 294). It is the ability or degree with which a product, service or phenomenon meets an established standard, so as to distinguish it and make it relatively superior from others (Oduma, 2013). The quality of a product or service is the customer's perception of the degree to which that product or service meets their expectations (Aina & Kayode, 2012). Therefore, since quality is about meeting and exceeding customer expectations, needs and wants, it is important to identify who the customers are in business education. Defining customer in education generally is somehow difficult compared to manufacturing firms who views

http://cudimac.unn.edu.ng/volume-8/

its customers as consumers of their products. Business education provides services which include advice, tuition, assessment and guidance to students, parents and sponsors. According to Sallis (2002, p. 22), "customers in business education can be grouped into: primary customers (learners who directly receive the service), secondary customers (parents, guardians, sponsors), tertiary customers (future employers, government and society at large) and internal customers (employees of the institution)." To be able to render quality service is about identifying the expectations of these customers especially the primary and internal customers who are always in contact with each other in the education system.

Quality in education implies the ability or degree to which an educational system conforms to the established standard and appropriateness of the input available for the delivery of the system (Reddy, 2012). Quality in Business Education programme therefore, implies the ability of Business Education to provide the necessary knowledge, skills, understanding and attitudes needed for its products (graduates) to succeed in the business world as a producer or as an intelligent consumer and also meet the expectations of the users of manpower in relation to the quality of skills required from them). This is achievable when quality service is maintained.

Quality service in business education is the difference between what a student expects to receive and his/her perception of actual delivery (Ramaiyah, Zain & Ahmad, 2007). The authors further asserted that the quality of a service can be measured by making the comparisons between customers' expectations and perceptions and that service quality perception is an attitude derived from an evaluation of a product or service after the consumption experience. This is because quality service can only be satisfactory if the customer's expectations are met. Related to this view, Prasad and Kumar (2013) posits that functional quality which is how a service is delivered is more critical to customers' perception of service quality than technical quality (what is being delivered). This implies that the way service in business education is delivered is more valuable to the students than the actual service and this also has a great impact on the students' level of achievement. In support of the above assertion, Ramaiyah, Zain and Ahmad (2007) are of the opinion that good quality education provides better learning opportunities which increases students level of satisfaction leading to success in learning. To ensure quality of service delivery in business education, understanding of students' perceptions and expectations is necessary in creating conducive learning environment with minimum complaints or dissatisfaction. The emphasis on quality service delivery should be holistic, affecting all the systems including curriculum, teaching facilities and the teaching and learning process among others. The systems approach to education comprises of inputs, processes and outputs (Murad, & Rajesh, 2010). For quality business education programme to be guaranteed, quality of each of these systems is necessary especially the input.

Input refers to both human and material resources put into educational production process. They are the teachers, students, administrators, classrooms, facilities, equipment, curriculum content, and other infrastructures needed for effective teaching and learning to take place (Onyesom & Ashibogwu, 2013). Quality teaching and learning is possible when a teacher is able to control factors that influences the delivery of instructional design and the course content (Jamaliah & Zaidatol, 2004).   There is no educational system that can rise above the quality of its teachers and business education been skill-base is no exception. Lecturers/ instructors need to be adequately qualified for the job of impacting knowledge and skills hence; they must be equipped with the principles and

practice of business education (Idialu, 2013) According to Osuala in Rotua (2017) a business educator is a professional teacher of business who is constantly aware of the state of the art in business education in terms of new technology, pedagogy and evaluation methods. A quality teacher is a teacher who masters the subjects he teaches and how to teach it to the students, understand how students learn and what to do when they are having difficulties as well as the ability to apply effective teaching methods that will cater for individual differences in the classroom (Rotua, 2017). In support of the above opinion, O'Neil in Jamaliah and Zaidatol (2004, p. 72) postulated eight principles of effective teaching to include: "enhancing students' general capabilities and work-related skills, using student experience as a learning resources, encouraging active and co-operative learning, promoting responsibility in learning, engaging with feelings, values and motives (the effective domain) as well as intellectual development, fostering open, flexible, reflexive and outcome-based assessment, evaluating teaching to encourage reflective teaching, and developing organization-wide strategies to establish congruence of policies to enhance physical and material learning environment that will aid the realization of the objectives specified in the curriculum".

Curriculum is a systematically planned learning experience which learners are exposed under the guidance of the school (Okonkwo, & Agwu, 2014). Business education curriculum should be structured to meet the changing work environment in business organizations so that there will be a correlation between the skills acquired by its graduate and skills required in the world of work (Tsinidou, Gerogiannis & Fitsilis, 2010; Okoli & Azih, 2015). The authors further asserted that the curriculum of business education should be competency based, critical and able to inculcate problem solving skills, incorporate practical work training, ICT based teaching and learning approaches and that the equipment used in training should match with what they will meet in the world of work. Also, in agreement with the above opinions, Jamaliah and Zaidatol (2004) asserted that students' perception of quality curriculum content shows that they value a curriculum that is up to date and flexible, takes into consideration their group experience and relate theory with what is obtainable in the real world. To corroborate the above assertion, Sadig (2000) and Chukwurah (2011) posited that business education curriculum should be systematically organized from the selection of aims and objectives, learning experiences, content, organization and integration of the selected content and learning experiences to the evaluation of the entire process. The authors further asserted that in the process of the development of the business education programme, there should be flexibility to ensure that the curriculum is relevant to the need of the society, recipients, employers of labour and should be comprehensive in scope, depth in knowledge, competences and skills. Therefore, curriculum should be designed in such a way that the experiences which the individuals acquire are adequate and relevant in equipping them with the ability to become responsible citizens capable of making contributions to their personal needs, organizations and society at large (Utoware & Amiaya, 2014). This however, can be achieved when facilities are adequate and relevant to the curriculum of instruction.

Facilities are materials, equipment, laboratories to mention but a few which enhances learning and enable students to master the relevant skills taught. Business education programme is skill oriented programme and relevant facilities needed must be made available if its objectives must be achieved (Egunjobi, 2014; Ubulom & Enyek, 2017). More so, it is expected that the available

facilities should be relevant and current to fit into the modern office of the world of work (Okereke, 2014). It is on this note that Chukwurah (2011) posited that for effective training of business education graduates, the training equipment and facilities used in the training should be a replica of the facilities and equipment used in the world of work. The author further identified such facilities to include: modern office equipment in terms of computers, word processors, copiers, relevant furniture, model office, sizeable laboratories among others to enhance quality teaching and learning process.

Process involves series of action and procedures that transforms measurable inputs into measurable output. In terms of education, process is all the activities that involve the dissemination of knowledge, skills and attitudes and all other inputs to bring about learning (Murad & Rajesh, 2010). Process here simply means how teachers and administrators use available inputs to provide meaningful learning experiences to students (Sadig, 2000).   Quality output can only be achieved when the process is good. A good process transforms measurable inputs into measurable outputs under a value adding operation (Murad & Rajesh, 2010). The authors further said that educational process is a series of actions or operations leading to an educational end, learning, training, and or scholarly activity. However, the quality of instruction must be backed up with good teaching methods, adequate facilities to aid teaching and learning, equal learning opportunities for all students, excellent teacher/students' relationship among others (Idialu, 2013). Quality teaching goes beyond classroom lectures; it involves more innovative teaching methods such as discussion, case study analysis, presentations, field projects, role play, and simulation methods amongst others (Murad & Rejesh, 2010).   The authors further postulated that when teaching methods corresponds with the learning objectives the teaching and learning process is facilitated. Quality process can be measured with the level of student/teacher interaction and learner's participation and engagement in the teaching and learning process which should be fair and firm to students' assessment (Onyesom & Ashibogwu, 2013)

Assessment of instructional process is a very important component of the teaching and learning process. This is because; it is through assessment of learning that a teacher gets feedback on the effectiveness of the teaching methods, facilities and curriculum contents. Therefore, a teacher should be able to use comprehension assessment techniques that will give relevant feedback to enable the teacher take appropriate decisions. To corroborate the above assertion, Ronel (2001) and Okereke (2014) posit that assessment policy should recognize lifelong learning, integration of theory and practice and should be objective, developmental, supportive and continuous in nature with provision of feedback to learners and maintaining records of assessment to certify the output.

Educational outputs are measurable outcomes through examination results, gainful employment, self-fulfilment and satisfaction (Murad & Rajesh, 2010). The output in an educational process is the graduates. Quality of an output is therefore achieved when graduates of business education are able to demonstrate the skills inherent in business education either in paid employment of self-employment. However, quality output is a product of the input and process. Therefore, when quality of the input (teachers, curriculum and facilities) is ensured and the right process (teaching methods, strategies and assessment) are employed, then quality output (graduates) can be assured. To corroborate the above assertion, Ehiametalor in Chukwurah (2011), is of the opinion that the ability of a business education graduates to perform as expected in the world of work will depend to

a large extent on the quality of teaching and learning, facilities, materials and assessment technique used in the training and the overall learning environment where the training takes place.

Statement of the Problem

Business education programme is a multi-faced course of study which plays a vital role in training individuals with appropriate skills that will enable them to contribute meaningfully to the development of the nation. Business education programme was introduced in Nigerian schools to provide the required manpower with appropriate skills for employment, and competencies that will enable them after graduation to be gainfully employed or to be self-employed. However, researches have shown that most business education graduates are unemployed while those who were employed are laid off due to their inability to deliver and those who were able to start their own businesses could not sustain it (Okoro, 2013). This therefore implies that business education has not been able to meet its objectives.

Hence, this calls for an attention to find out the reason behind the inability of business education programme to meet its objective. Is it that business education programme is not rendering a quality service or that its recipients are not satisfied with the services rendered? However, before a quality service can be rendered, identification of what quality actually means to the recipient of the service is very important in meeting their expectations. It is in support of the above view that Khodayari and Khodayari (2011) were of the opinion that service providers will only be able to deliver quality service that will satisfy their customers' expectations when they know what their customers expect in general.

It is therefore, in the bid to identify the needs and aspirations of customers of business education programme that this study sought to determine the perception of business educators and students on quality service delivery in business education programme, so as to achieve the objectives of business education programme in Nigeria.

Purpose of the Study

The main purpose of this study is to determine the perception of business educators and students on quality service delivery in business education. Specifically, the study sought to determine the perception of business educators and students on the:

1. quality of curriculum content of business education programme in universities in Enugu State
2. quality of facilities for teaching and learning of business education programme in universities in Enugu State
3. quality of teaching and learning process of business education programme in universities in Enugu State.

Research Questions

1. What are the perceptions of business educators and students on the quality of curriculum content of business education programme in universities in Enugu State?
2. What are the perceptions of business educators and students on the quality of teaching facilities in business education programme in universities in Enugu State?

3. What are the perceptions of business educators and students on the quality of teaching and learning process in business education programme in universities in Enugu State?

Hypotheses

HO₁: There is no significant difference between the mean responses of business educators and students on the quality of curriculum content of business education programme in universities in Enugu State.

HO₂: There is no significant difference between the mean responses of business educators and students on the quality of teaching facilities in business education programme in universities in Enugu State.

HO₃: There is no significant difference between the mean responses of business educators and students on the quality of teaching and learning process of business education programme in universities in Enugu State.

Research Methodology

The study adopted descriptive survey research design. Descriptive survey is a design in which data is collected from a relatively large number of subjects which can be generalized on a larger population (Uzoagulu (2011). It was carried out in the two public universities in Enugu State that offer business education programme. They are University of Nigeria, Nsukka (UNN) and Enugu State University of Science and Technology, Enugu (ESUT). The population for the study was 394 business educators and students made up of 20 business educators; 5 from ESUT and 15 from UNN; and 374 undergraduate students (I80 from ESUT and 194 from UNN). Taro Yamane formula was used to select the sample size of 193 from students who were randomly selected from the population while the entire population of the educators was used for the study giving a total of 213 sample size. The instrument for data collection was a structured questionnaire titled Quality Service Delivery in Business Education Questionnaire (QSDBEQ). 60 item statements were developed from literature reviewed. The instrument was divided into two parts (I & II). Part I solicited the personal information of the respondents; Part II had three sections (A, B and C), each corresponding to purpose 1, 2 and 3 respectively. Each item in section A, B and C was assigned four response options of Very Important, (VI=4), Moderately Important (MI=3), Slightly Important (SI=2) and Not Important (NI=1). The instrument was validated by three experts from the department of Business Education, Faculty of Vocational and Technical Education, University of Nigeria, Nsukka. The internal consistency of the instrument was established using Cronbach alpha reliability coefficient method which yielded a coefficient of .87 signifying that the instrument is reliable.

The researchers with the help of 2 research assistants administered 213 copies of the questionnaire to the respondents. 196 copies of the questionnaire were properly filled out and returned, giving a return rate of 92%, which was used for the data analysis. The mean and standard deviation were used to answer the research questions. The analyzed data were interpreted, using real limit of numbers to answer the research questions as follows: Very Important (VI) (3.50-4.00), Moderately Important (MI) 2.50-3.49, Slightly Important (SI) 1.50-2.49 and Not Important (NI) 1.00-1.49. The standard deviation was used to validate the closeness of the responses of the respondents from the mean and from each other. While t-test was used to test the hypothesis at 0.05

level of significant. The hypothesis of no significant difference was accepted for items whose p-values were greater than 0.05 level of significance while hypothesis of no significant difference was rejected for items whose p-values were less than 0.05 level of significance.

Result

Table 1: Mean, Standard Deviation and p-value of responses on the perception of business educators and students on the quality of curriculum content of business education programme

S/N	quality of curriculum content of business education programme	$\bar{X}_{ED}$	SD_{ED}	$\bar{X}_{ST}$	SD_{ST}	$\bar{X}_{GT}$	SD_{GT}	DEC.	t-cal	Sig(2-tailed)	RMK
1.	Aims and objectives are clearly spelt out	3.85	0.37	3.69	0.50	3.77	0.54	VI	1.409	0.161	NS
2.	Relevant to students current and future experience	3.65	0.49	3.60	0.59	3.54	0.54	VI	0.391	0.696	NS
3.	Relevant to students current and future aspirations	3.60	0.50	3.47	0.65	3.53	0.58	VI	0.893	0.373	NS
4.	Relevant to students current and future environment	3.45	0.69	3.31	0.76	3.38	0.73	MI	0.778	0.437	NS
5.	Takes into account the diversity of different learners and their needs	3.40	0.76	3.30	0.77	3.35	0.77	MI	0.547	0.585	NS
6.	Content built on existing knowledge	3.30	0.74	3.30	0.79	3.30	0.77	MI	0.025	0.980	NS
7.	Provide basis for applying knowledge gained to real life situation	3.80	0.41	3.50	0.63	3.65	0.52	VI	2.070	0.040	S
8.	Content not overloading learners	3.20	0.70	3.20	0.77	3.20	0.74	MI	0.006	0.995	NS
9.	Dynamic and flexible in integrating new/ emerging issues	3.50	0.61	3.24	0.82	3.37	0.72	MI	1.380	0.169	NS
10.	Coherent and consistent across different levels of study	3.45	0.61	3.36	0.75	3.41	0.68	MI	0.529	0.597	NS
11.	Constantly reviewed to incorporate innovative ideas	3.55	0.69	3.40	0.72	3.48	0.71	MI	0.903	0.368	NS
12.	Integrate theory with practice	3.65	0.59	3.54	0.71	3.60	0.65	VI	0.670	0.504	NS
13.	Accommodates technological changes in the society.	3.80	0.41	3.46	0.79	3.63	0.60	VI	1.887	0.061	NS
14.	Content arranged from simple to complex, known to unknown.	3.55	0.51	3.46	0.75	3.51	0.63	VI	0.523	0.602	NS

Key: $\bar{X}_{ED}$ = *Mean of business educators*, $\bar{X}_{ST}$ = *Mean of Students*, SD_{ED} = *Standard deviation business educators*, SD_{ST} = *Standard deviation Students*, $\bar{X}_{GT}$ = *Grand mean*, SD_{GT} = *Grand standard deviation*, *RMK = Remark*, *DEC = Decision*

Table 1 showed that items 1- 3, 7, 12-14 had their mean ratings ranged from 3.50- 3.77 indicating that the items are very important in defining the quality facilities for teaching and learning of Business Education programme. On the other hand, items 4-6, 8-11 had their means ranged from 3.20-3.48 5 indicating that the items are moderately important. The standard deviation ranged from 0.52-0.77showing that the responses of the respondents are close to each other and not far from mean.

The test of hypothesis presented in Table 1 showed that there is no significant difference in the mean opinion of the business educators and students in 13 items and there is a significant difference between the mean opinions of educators and students in item 7. Since there is no significant difference between the mean opinion of educators and students, the null hypothesis (H_{01}) for the 13 items are accepted and rejected for item 7, thereby accepting the alternative hypothesis.

Table 2: Mean, Standard Deviation and p-value of responses on the perception of business educators and students on the quality of teaching facilities of business education programme

S/N	quality of teaching facilities of business education programme	$\bar{X}_{ED}$	SD_{ED}	$\bar{X}_{ST}$	SD_{ST}	$\bar{X}_{GT}$	SD_{GT}	DEC.	t-cal	Sig(2-tailed)	RMK
1.	Adequate modern technologies for teaching and learning	3.75	0.44	3.74	0.46	3.75	0.45	VI	0.052	0.958	NS
2.	Attractive classroom decorated for learning	3.20	0.89	3.14	0.82	3.17	0.86	MI	0.297	0.767	NS
3.	Well stocked library with relevant textbook and journal to improve teaching and learning	3.75	0.55	3.71	0.53	3.73	0.54	VI	0.319	0.750	NS
4.	Adequate classroom	3.50	0.61	3.63	0.56	3.57	0.59	VI	-0.935	0.351	NS
5.	Well-spaced classroom	3.55	0.51	3.49	0.61	3.52	0.55	VI	0.390	0.697	NS
6.	Laboratories fitted with air conditioners and good lighting	3.55	0.61	3.23	0.81	3.39	0.71	MI	1.691	0.092	NS
7.	Access to modern technologies in the classrooms	3.55	0.61	3.51	0.63	3.53	0.62	VI	0.260	0.833	NS
8.	Access to internet facilities in the classroom	3.40	0.60	3.43	0.69	3.42	0.65	MI	-0.163	0.871	NS
9.	Having a standby generating sets in the laboratory	3.45	0.69	3.44	0.71	3.45	0.70	MI	0.075	0.940	NS
10.	Provision of adequate and equipped offices for lecturers	3.60	0.50	3.48	0.73	3.54	0.62	VI	0.737	0.462	NS
11.	Provision of adequate classroom furniture	3.75	0.44	3.57	0.62	3.66	0.53	VI	1.274	0.204	NS
12.	Availability of office machines such as franking machine, shredding machine, filing equipment, photocopiers, scanning machines	3.55	0.51	3.52	0.68	3.54	0.60	VI	0.209	0.835	NS

S/N		$\bar{x}_{ED}$	SD_{ED}	$\bar{x}_{ST}$	SD_{ST}	$\bar{x}_{GT}$	SD_{GT}	DEC	t-cal	Sig	RMK
13.	Keeping the classrooms neat and tidy always	3.60	0.60	3.62	0.60	3.61	0.60	VI	-0.136	0.892	NS
14.	Labelling the doors of classrooms and offices to provide direction	3.50	0.77	3.34	0.74	3.42	0.76	MI	0.910	0.364	NS

Key: $\bar{x}_{ED}$ = *Mean of business educators*, $\bar{x}_{ST}$ = *Mean of Students*, SD_{ED} = *Standard deviation business educators*, SD_{ST} = *Standard deviation Students*, $\bar{x}_{GT}$ = *Grand mean*, SD_{GT} = *Grand standard deviation, RMK = Remark, DEC = Decision*

Table 2 showed that items 1, 3-5, 7, 11-13 had their mean ratings ranged from 3.52 -3. 75 indicating that the items are very important in defining the quality facilities for teaching and learning of Business Education programme. On the other hand, items 2, 6, 8-10 and 14 had their means ranged from 3.17 – 3.45 indicating that the items are moderately important. The standard deviation ranged from 0.46-0.82 showing that the responses of the respondents are close to each other and not far from mean.

The test of hypothesis presented in Table 2 showed that there is no significant difference in the mean opinion of the business educators and students in all 14 items. Since there is no significant difference between the mean opinion of educators and students, the null hypothesis (H_{01}) are accepted.

Table 3: Mean, Standard Deviation and p-value of responses on the perception of business educators and students on the quality of teaching and learning process of business education programme

S/N	quality of teaching and learning process of business education programme	$\bar{x}_{ED}$	SD_{ED}	$\bar{x}_{ST}$	SD_{ST}	$\bar{x}_{GT}$	SD_{GT}	DEC	t-cal	Sig	RMK
1.	Adequate course preparation prior lecture time	3.90	0.31	3.69	0.53	3.80	0.42	VI	1.745	0.082	NS
2.	Reviewing course materials regularly	3.80	0.41	3.59	0.59	3.70	0.50	VI	1.546	0.124	NS
3.	Mastering of subject matter	3.70	0.47	3.67	0.55	3.69	0.51	VI	0.274	0.784	NS
4.	Being punctual to lectures	3.55	0.51	3.40	0.74	3.48	0.63	MI	0.894	0.373	NS
5.	Teachers enthusiasm in the class	3.40	0.50	3.38	0.71	3.39	0.61	MI	0.152	0.879	NS
6.	Creating a friendly atmosphere for learning	3.50	0.68	3.47	0.68	3.49	0.68	MI	0.211	0.833	NS
7.	Adopting appropriate teaching strategies when necessary	3.50	0.51	3.55	0.62	3.53	0.57	VI	-0.315	0.753	NS
8.	Illustration of concepts and ideas based on local contents	3.15	0.75	3.34	0.75	3.25	0.75	MI	-1.053	0.294	NS
9.	Leading the students by example	3.40	0.88	3.35	0.70	3.38	0.79	MI	0.280	0.780	NS
10.	Being patient and tolerant	3.55	0.61	3.38	0.72	3.47	0.67	MI	1.007	0.315	NS
11.	Good communication skills	3.70	0.47	3.68	0.59	3.69	0.53	VI	0.175	0.861	NS

No.	Item										
12.	Effective classroom management	3.65	0.75	3.55	0.68	3.60	0.72	VI	0.608	0.544	NS
13.	Allowing students the freedom to choose their group members	2.75	0.97	2.86	0.94	2.81	0.96	MI	-0.484	0.629	NS
14.	Understanding students' need and willingness to help	3.15	0.81	3.31	0.78	3.23	0.80	MI	-0.882	0.379	NS
15	Giving adequate assignment on the course content	3.45	0.69	3.42	0.68	3.44	0.69	MI	0.220	0.826	NS
16	Willingness to accept students' views and comments	3.55	0.61	3.32	0.70	3.44	0.66	MI	1.396	0.165	NS
17	Recognizing individual differences and assisting students to develop individually	3.50	0.69	3.59	0.62	3.55	0.66	VI	-0.578	0.564	NS
18	Using modern teaching and learning facilities like projectors to deliver lectures	3.65	0.49	3.41	0.74	3.53	0.62	VI	1.414	0.159	NS
19	Varying teaching methodology depending on the nature of the topic	3.55	0.51	3.43	0.62	3.49	0.57	MI	0.821	0.413	NS
20	Linking course content with practical examples in the world of work	3.70	0.47	3.51	0.63	3.61	0.55	VI	1.293	0.198	NS
21	Start and finish course outline on time	3.20	0.83	3.30	0.75	3.25	0.79	MI	-0.569	0.570	NS
22	Promote team work and collaboration	3.45	0.61	3.44	0.69	3.45	0.65	MI	0.042	0.966	NS
23	Stimulate students thinking and problem-solving skills	3.65	0.49	3.41	0.77	3.53	0.63	VI	1.374	0.171	NS
24	Allowing students opportunity to interact among themselves	3.50	0.61	3.38	0.70	3.44	0.66	MI	0.732	0.465	NS
25	Using techniques that allow students to participate in the teaching and learning process	3.65	0.49	3.49	0.67	3.57	0.58	VI	1.049	0.296	NS
26	Teacher being fair to all students	3.40	0.88	3.34	0.81	3.37	0.85	MI	0.335	0.738	NS
27	Restricting assessment questions to course objectives	3.40	0.60	3.19	0.85	3.30	0.73	MI	1.062	0.290	NS
28	Using implied questions during assessment to inculcate critical thinking skills	3.30	0.66	3.18	0.84	3.24	0.75	MI	0.606	0.545	NS
29	Using modern assessment tools such as Google docs, Flubaroo etc	3.40	0.75	3.32	0.72	3.36	0.74	MI	0.481	0.631	NS
30	Examination supervision should be strict and well monitored	3.50	0.51	3.32	0.80	3.41	0.65	MI	0.991	0.323	NS

| 31 | Giving prompt feedback on assignment | 3.40 | 0.82 | 3.67 | 2.40 | 3.54 | 1.61 | VI | -0.500 | 0.617 | NS |
| 32 | Objectivity in assessment of students' performance | 3.75 | 0.44 | 3.31 | 0.75 | 3.53 | 0.60 | VI | 2.575 | 0.011 | S |

Key: X_{ED} = *Mean of business educators, X_{ST} = Mean of Students, SD_{ED} = Standard deviation business educators, SD_{ST} = Standard deviation Students, X_{GT} = Grand mean, SD_{GT} = Grand standard deviation, RMK = Remark, DEC = Decision*

Table 3 showed that items 1-3, 7, 11-12, 17-18, 20, 23,25, 31-32 with mean score ranged from 3.53 - 3.80 indicating that the items are very important in defining quality teaching and learning process of business education programme. On the other hand, item 4-6, 8-10, 13-15, 19, 21-22, 24, 26-30 had their mean ratings ranged from 2.81 – 3.49 indicating that they are moderately important. The standard deviation ranged from 0.42-1.61 indicated that the responses of the respondents are not far from the mean and from each other.

The test of hypothesis presented in Table 2 showed that there is no significant difference in the mean opinion of the business educators and students in 31 items and there is a significant difference between the mean opinions of educators and students in item 32. Since there is no significant difference between the mean opinion of educators and students, the null hypothesis (H_{01}) for the 31 items are accepted and rejected for item 32, thereby accepting the alternative hypothesis.

Discussion of Findings

The result from research question one revealed that all the 14 items identified are important in defining quality curriculum content of business education programme. This finding is in consonant with the findings of Tsinidou, Gerogiannis, and Fitsilis (2010) who conducted a study on evaluation the of the factors that determine quality curriculum in higher education and found that linking content to the needs of the market is necessary in maintaining quality of education. Also, in agreement with this study is the findings of Odunaike, Jaduola and Epetimehin (2012) who found in their study that there is need for business education curriculum to be designed in such a way that it reflects the technological changes in the society if its objective must be achieved. Therefore, to structure the curriculum of business education in such a way that quality is assured implies ensuring that its aims and objective should be clearly spelt out, it should be relevant to students' current and future experience, it should be able to integrate theory with practice among others. Also, the view of Chukwurah (2011) validates the present study when he posits that for quality education, the curriculum content should be explicit, student oriented and realistic among others.

The result from research question two also revealed that all the 14 items are important in defining quality facilities for teaching and learning such as adequate modern technologies, well-stocked library, spacious classroom, clean and tidy learning environment among others are important in defining quality teaching and learning facilities of business education programme. These findings are also in line with the findings of Okereke (2014) who found that for quality business education programme to be achieved; there should be adequate provision of requisite infrastructure and facilities, appropriate teaching media, adequate lecture room, adequate laboratory equipment, availability of requisite ICT facilities, adequate library space, and availability of internet

facilities among others. The study of Egunjobi (2014) also validates the findings of this study as the study revealed that quality teaching facilities are needed in business education to ensure the achievement of its objectives.

The result from research question three revealed that all the 32 items are important in defining quality teaching and learning process of business education programme. The findings of this study is in agreement of the findings of Rotua (2017) who pointed out that quality teaching and learning process in business education, entails teachers' mastering the subject matter, have an understand of how students learn, recognize individual differences in the class, adopt effective teaching methods, inspire students to learn, stimulate students' interest, lead students by example among others. Also the findings of this study is in agreement with the findings of Okereke (2014) who revealed that appropriate assessment of students' performance, feedback on the results of evaluation, using appropriate teaching techniques among others as factors that determine quality teaching and learning process in business education.

Conclusion

Business education programme in Nigeria is geared towards imparting the necessary skills, aptitudes and competences needed for the recipients to perform expertly in the world of work. However, for business education to be able to achieve these objectives effectively; quality of the curriculum, teaching facilities, teaching and learning process and must be ensured so as to meet the needs of the learners and society at large. The study has been able to identify what should constitute quality curriculum, teaching facilities and teaching and learning process based on the perception of business educators and students in public university in Enugu State.

Recommendations

Based on the findings of this study, the following recommendations were made:
1. The federal government through its agencies such as Tetfund should increase funding of tertiary education in the country to enable all stakeholders in business education to ensure that all identified quality teaching and learning facilities are provided and the available facilities should be effectively used by educators in the teaching and learning so as bring about quality service delivery in business education programme.
2. Stakeholders in business education should collaborate with NGO's, donor agencies, and other relevant bodies for educational grants and aids to procure teaching and learning facilities required for attainment of quality service delivery in business education programme.
3. Seminars and workshop should be organized locally within each department of business education as a forum to enhance the skills and competences of business educators on all relevant teaching techniques, methods, and facilities that will ensure quality service delivery in business education programme.

Limitations of the Study

Research of this nature that involves human elements is subject to some limitations. Based on the fact that questionnaire was the main instrument for data collection for this study, responses could

have been subjective to perception, knowledge and state of mind of the respondents. Hence, this limitation can be solved by using other methods of data collection such as observation, focused group discussion and interview among others. Therefore, care must be taken while drawing sharp conclusion based on the findings of this study. Similarly, since the study was carried out in Enugu State, to generalize the findings in other states not studied may give a false view.

References

Adebisi, K. I. (2016). Repositioning business education programme for peaceful co-existence and national development of Nigeria. *International Journal of Academic Research in Business and Social Sciences, 6*(6), 94-103.

Aina, S., & kayode O. (2012). Application of total quality management in the classroom. *British Journal of Arts and Social Sciences, 11*(1), 22-32.

Chukwurah, C. C. (2011). Strategies for global reforms in business teacher education towards self-reliance in Nigeria (A review). *International Journal of Vocational and Technical Education, 3*(4), 45-48.

Egunjobi, J. O. (2014).   Infrastructural facilities and the practice of vocational business education

in Nigeria. *Journal of Humanities and Social Science, 19*(5)*, 1-5.*

Idialu, E.E. (2013). Ensuring quality assurance in vocational education. *Contemporary Issues in Education Research*, *6*(4), 431-438.

Jamaliah, A.H., & Zaidatol, A. L. (2004). Students' perception of the quality of teaching and learning in business studies programme, Pertanika. *Journal of Social Science and Humanities 12*(1), 71-86.

Khodayari, F. & Khodayari, B. (2011).   Service quality in higher education. *Interdisciplinary Journal of Research in Business*, *1*(9), 38- 46.

Murad, A., & Rajesh K. S. (2010). Implementation of total quality management in higher Education.   *Asian Journal of Business Management 2*(1), 9-16.

Oduma, C.A. (2013).   School management and quality assurance in Nigeria education. *Journal of research in National Development,* 11(2), 193-200.

Odunaike, K. O., Ijaduola K. O., & Epetimehin, F. M. (2012). Assessment of the quality of business education programme in selected higher institutions in Ogun State. *American Journal of Social and Management Sciences*, *3*(4), 140-144.

Okereke, E. C. (2014). Strategies for ensuring quality in the business education programme of tertiary institutions in Anambra State.   *International Multidisciplinary Journal, Ethiopia 8* (1/32), 321-336

Okoli, B. E. & Azih, N. (2015). Re-engineering the business education programme in universities for enhanced human resources development in Nigeria. *Journal of Education and Practice, 6* (17), 93-96

Okonkwo, A. F., & Agwu, S.N. (2014). Human resource management and effective curriculum implementation in Ebonyi State, Nigeria. *International Journal of English Language Teaching, 2* (4), 44-55.

Okoro, J. (2013). Application of total quality management in administration of business education programme in colleges of education in South Nigeria. *International Review of Social Sciences and Humanities, 6* (1), 78-87.

Olowookere, S.O. & Iyiola, M.A. (2016). Challenges and prospects of the application of ICT in the teaching of business subjects. *Nigerian Journal of Business Education, 3*(2), 176-185.

Onyesom M., & Ashibogwu, N. K. (2013). Towards quality assurance in business education in Nigeria: Constraints and control. *Asian Journal of Business Management*, *5*(3), 306-312.

Osuala, E.C. (2004). *Foundation of vocational education* (5th ed). Enugu: Cheston Agency Ltd.

Prasad, R. K., & Kumar, J, M. (2013). Quality measures in higher education: A review and conceptual model. *Journal of Research in Business and Management 1*(3), 23-40.

Ramaiyah, A., Zain, A. N., & Ahmad, H. B. (2007). Exploring the dimensions of service quality in higher education research. Available at *eprints.um.edu.my/16/1/arivalan.pdf*

Reddy, T. R. (2012). Total quality management and knowledge management integrations in library and information centers: A study. *Journal of Research in International Business and Management 2*(11), 292-298.

Ronel, H. (2001). Quality management systems for education and training providers: Guideline document 2001-08-15. Decision number: SAQA 0837/01. Available at:

Rotua, A. O. (2017). Strategies for improving teachers' quality in business education programme in Nigerian colleges of education. *International Journal of Innovative Education Research 5*(2)*, 16-22.*

Sadig, R. (2000). Defining quality in education. A paper presented by UNICEF at the meeting of The International Working Group on Education Florence, Italy.

Sallis, E. (2002). *Total quality management in education* 3rd Ed. Kogan Page Ltd, 120 Pentonville Road, London.

Tsinidou, M., Gerogiannis, V., & Fitsilis, P. (2010). Evaluation of the factors that determine quality in higher education: An empirical study. *Quality Assurance in Education*, *18* (3), 227-244.

Ubulom, W. J., & Enyek, E. O. (2017). Evaluation of facilities utilized for the implementation of business education programmes in tertiary institutions in Rivers State. *International Journal of Innovative Education Research, 5*(3*), 68-76.*

Utoware, J.D.A., & Amiaya, A.O. (2014). Impact of new technologies on tertiary business education curricula. *Educational Research International*, *3*(1), 40-47.

Uzuagulu, A.E. (2011). *Practical guide to writing research project reports in tertiary institutions*. Enugu: Cheston Ltd.