

## **Business Educators and Students Perception of Funding Impact on Quality Assurance in the Business Education Programme in Niger Delta University, Bayelsa State**

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### **Abstract**

The primary purpose of this study is to examine business educators and students' perception of funding impact on quality assurance in Business education programme in Niger Delta University, Bayelsa state. The design adopted for the study was descriptive survey. The study was carried out in Niger Delta University, Bayelsa state. The population for the study comprised of twenty (20) lecturers of business education in Niger Delta university and four hundred and fifty (450) students in the department and vocational and technology education studying business education. The total sample size of one hundred and fifty (170) representing twenty (20) lecturers and one hundred and fifty (150) business education students in Niger Delta University, Bayelsa state was randomly selected for the study. Three research questions were answered using mean and standard deviation and the null hypothesis was analyzed using t-test analysis at 0.05 level of significance. From the findings of the study, it was found out that government; education tax fund (ETF) community, private sector, school fees and private sector are all modes of funding Business Education Programme for quality in Niger Delta University, Bayelsa state. Based on the findings and conclusion of the study, the following recommendations were made; there is need for proper funding of our educational institutions to ensure that quality modern facilities and instructional materials are made available for the programme. Accreditation council such as the Nigerian Universities Commission should from time to time check and monitor institutions offering business education programmes.

**Keywords:** *Business educators, Funding, Quality assurance, Business education programme*

### **Background to the Study**

Education is the tool used for the integration of the individual into the society to achieve self-realization, develop national consciousness, promote national unity and strive for social, economic, political, scientific, cultural and technological progress (Afe, 2001). The implication of this is that the needs and problems of the society should be central to the educational system of any nation. Business education is an integral part of vocational and technical education (VTE), quality is the watchword of all its activities (Olaitan, Nwachukwu, Igbo, Onyemachi and Ekong, 1999). This means that quality assurance is a major aim of business education curriculum implementation with respect to the content, instructional methods, in structural facilities and resources (Olaitan et.al 1999). Anaoa (1986) stated that business education is an educational process or context, which has the primary aim of preparing people for roles in enterprises; such roles could be as employee, entrepreneur, employer or simply a self employed. Osuala (2004) further remarked that business education is a programme of instruction which provides students with information and competencies required by all in managing personal business affairs and to render services in the business world. The National Policy on Education (2004), documented business education to be part of vocational and technical education offered in Nigerian tertiary institutions with the aim to impart the necessary skills to individuals who shall be self-reliant economically. Business education, by virtue of its nature as a skill development programme, requires a lot of money for capital projects and overheads. Based on this, its adequate funding needs cannot be over-emphasized. The success of any programme and attainment of its goals and objectives depend on proper planning, efficient administration and adequate funding (Ajoma, 2008). Ajoma went further to state that business education is very vital to national development that is aimed at the production of skill manpower for self-reliance. The government realizing its importance made several efforts through direct expenditure of huge sum of money, tertiary education trust fund to fund it. Evidences abound that the body have made effort to construct lectures and staff rooms, provide fund for machines and equipment such as computers and also sponsored staff for conferences and workshops. Funding is regarded as the act of providing money or financial resources money or financial resources for particular purpose on a continuous basis (Hornby, 2005).

Quality assurance in the educational system implies the ability of the institution to meet the expectations of the users of manpower in relation to quality of skills acquired by their outputs (Ajayi and Akindurite, 2007). Quality assurance refers to the planned and systematic activities implemented in a way that quality requirements for a product or service will be fulfilled. It is the systematic measurement comparison with a standard, monitoring of process and an associated feedback loop that confers prevention. According to Hayward (2001), quality assurance is the planned and systematic review process of an institution or programme to determine whether or not acceptable standards of education, scholarship and infrastructure are being met, maintained and enhanced. It is an instrument designed to add value to education by encouraging high quality. An efficient and effective quality education which is internationally recognized is vital for economic growth in developing countries like Nigeria. For quality education to be achieved in a nation, the principal actors of learning who are the teachers, learners and the environment must be co-operatively organized.

However, in spite of these efforts of the government funding of the programme remains grossly inadequate. This inadequacy is due to the following reasons among others: merging of business education programmes with other educational programmes by the government; inadequate budgetary provision from government and over dependence on government for funds; lack of financial commitment to the programme by well-to-do individuals and poor gesture from industries (Osuala, 2004 and Ogbonnaya, 2000).

Igbinoba (2002) opined that business education is currently faced with poor funding which has resulted to inadequate teaching facilities, equipment, machines and facilities. Business education is a cost-intensive programme and it should be adequately funded. According to George and Iliya, (2005), Olaitan (1992) and Orano and Ogwo (1992), the following strategies are to embark upon in sourcing funds for business education programme for quality assurance, these include: grants from the federal government should be increased; establishment of consultancy services; appeal should be made to philanthropists, alumni association, clubs, religious bodies; periodic launching of programmes towards raising funds for the programme and business education should be separated from other general education so that budgetary allocations and funds meant for the programme would be judiciously appropriated.

Funding of education and business education has always been a problem. For education to achieve the desired effect of development and integration, it has to be functional in order to enable those who receive it cope with life skills. Funding is a tool for quality assurance in a discipline like business education. It is against this background that the study seeks to examine business educators and students perceptions of funding impact on quality assurance in business education programme in Niger Delta University, Bayelsa state.

### **Statement of Problem**

Business education programme requires a lot of money for capital projects overheads. Based on this funding cannot be over-emphasized. Quality assurance in business education programme presupposes that certain conditions and standards not only exist, but they are maintained. For this reason, there should be adequate funding to provide input such as infrastructure, facilities, carrying capacity, conducive learning environment, recruitment, motivation and capacity building of teaching staffs among others. Inadequate funding of business education programme is watering down the development and activities of business education.

Hence, this study seeks to examine the perception of business educators and students' of funding impact on quality assurance in the business education programme in Niger Delta University, Bayelsa state.

### **Objectives of the Study**

The primary objective of this study is to examine business educators and students' perception of funding impact on quality assurance in Business education programme in Niger Delta University, Bayelsa state. Specifically, the study sought to ascertain;

- i. The perception of business educators and students' on the mode of funding open to the business education programme to ensure quality in Niger Delta University, Bayelsa state.

- ii. The perception of business educators and students on the role of government in funding business education programme for quality in Niger Delta University, Bayelsa state
- iii. The perception of business educators and students on the means of ensuring quality infrastructure and facilities in the business education programme in Niger Delta University Bayelsa State.

### **Research Questions**

The following questions were formulated to guide the study;

- I. What are the perceptions of business educators and students' on the mode of funding open to the business education programme to ensure quality in Niger Delta University, Bayelsa state?
- ii. What are the perceptions of business educators and students on the role of government in funding business education programme for quality in Niger Delta University, Bayelsa state?
- iii. What are the perceptions of business educators and students on the means of ensuring quality infrastructure and facilities in the business education programme in Niger Delta University, Bayelsa state?

### **Research Hypothesis**

**Ho:** There is no significant relationship between the mean responses of business educators and students Perception on modes of funding business education programme for quality in Niger Delta University, Bayelsa state.

### **Materials and Methods**

The design adopted for the study was descriptive survey. The study was carried out in Niger Delta University, Bayelsa state. The population for the study comprised of twenty (20) lecturers of business education in Niger Delta university and four hundred and fifty (450) students in the department and vocational and technology education studying business education. The total sample size of one hundred and fifty (170) representing twenty (20) lecturers and one hundred and fifty (150) business education students in Niger Delta University, Bayelsa state was randomly selected for the study. The instrument for the study was a structured questionnaire; titled "Questionnaire on Business Educators and Students Perception of Funding Impact on Quality Assurance in the Business Education Programme in Niger Delta University, Bayelsa State" (QBESPFIQABEPNDUBS) was used to elicit the opinions of the respondents on the subject matter. The instrument was face validated by three experts in measurement and evaluation unit of the Department of Teacher Education, Niger Delta University, Bayelsa state and was tested to be highly reliable using Cronbach alpha formula and a reliability of 0.87 was obtained. The questionnaire items were rated using a four point likert scale and nominal values were assigned thus; Strongly Agree (4) Agree (3) Disagree (2) Strongly Disagree (1). The data collected were analyzed using descriptive statistics of mean and standard deviation. The level of agreement with each questionnaire items was determined based on the midpoint for the scale, which is 2.50. Mean scores of 2.50 and above were regarded as accepted while mean scores below 2.50 were regarded as unacceptable.

## Results

**Table 1: Mean Responses of Business Educators and Students Perception on Modes of Funding Business Education Programme for quality in Niger Delta University, Bayelsa state**

S/N		X	S.D	Remarks
1.	Grants from the federal Government	3.56	0.61	Agreed
2.	Tertiary Education trust fund (TETF)	3.23	0.76	Agreed
3.	Establishment of consultancy services	3.20	0.80	Agreed
4.	Periodic launching of programmes	3.50	0.83	Agreed
5.	Appeals made to associations, alumnus and clubs etc.	3.20	0.80	Agreed
6.	Private sector	3.56	0.61	Agreed
	Grand average	3.38	0.73	Agreed

The data presented in the table above showed that all items have their mean value ranging from 3.20 to 3.56 with a grand mean of 3.38 indicating that all the respondents agreed that the items are modes of funding business education programme for quality in Niger Delta university. The items had a standard deviation range of 0.83 to 0.61 which shows that the respondents were close together in their responses to each items and were not far from the mean.

**Table 2: Mean Responses of Business Educators and Students Perception on Roles of Government in Funding Business Education Programme for quality in Niger Delta University, Bayelsa state**

S/N		X	S.D	Remarks
1.	Providing modern ICT laboratories in the department	3.21	0.80	Agreed
2.	Sponsoring lecturers to conference	3.46	0.76	Agreed
3.	Providing adequate textbooks	3.17	0.73	Agreed
4.	Providing places for student industrial attachment	3.25	0.90	Agreed
5.	High remuneration of business education teachers	3.50	0.83	Agreed
6.	Providing on-the-job training for teachers	3.48	0.92	Agreed
7.	Establishing entrepreneurship centers in the department	3.30	0.89	Agreed
	Grand average	3.30	0.83	Agreed

The data presented in the table above showed that all items have their mean value ranging from 3.17 to 3.50 with a grand mean of 3.30 indicating that all the respondents agreed that the items are roles of Government of in funding business education programme for quality in Niger Delta university. The items had a standard deviation range of 0.90 to 0.73 which shows that the respondents were close together in their responses to each items and were not far from the mean.

**Table 3: Mean responses of Business Educators and Students Perception on the Means of ensuring quality infrastructure and facilities in the business education programme in Niger Delta University**

S/N		X	S.D	Remarks
1.	Effective maintenance of facilities	3.46	0.76	Agreed
2.	Effective quality control of facilities and programme	3.30	0.89	Agreed
3.	Effective audit of material, students and staff	3.17	0.73	Agreed
4.	Effective supervision of staff	3.25	0.90	Agreed
5.	Effective record keeping/ inventories	3.50	0.83	Agreed
	Grand average	3.36	0.82	Agreed

The data presented in the table above showed that all items have their mean value ranging from 3.17 to 3.50 with a grand mean of 3.36 indicating that all the respondents agreed that the items were means of ensuring quality infrastructure and facilities in the business education programme to ensure quality in Niger Delta University. The items had a standard deviation range of 0.90 to 0.73 which shows that the respondents were close together in their responses to each items and were not far from the mean.

**Table4: T-test analysis of the mean responses of business educators and students perception on modes of funding business education programme for quality in Niger Delta University, Bayelsa state**

		X	S.D	d.f	T.calc	T.crit	P	Decision
Business educators	20	3.57	0.67	168	0.174	1.96	0.05	Accepted
Students	150	3.37	0.49					

The result of the t-test analysis in table 4 shows that the calculated t-value of 0.174 was less than the critical value of 1.96 at 0.05 level of significance and 168 degree of freedom. The null hypothesis that there is no significant relationship between the mean responses of business educators and students Perception on modes of funding business education programme for quality in Niger Delta University, Bayelsa state is accepted

### Discussion of Findings

From the findings of the study, it was found out that government; tertiary education trust fund (TETF) community, private sector, school fees and private sector are all modes of funding Business Education Programme for quality in Niger Delta University, Bayelsa state. This finding is line with Odigbo (1999) who advocated that the responsibility of financing education should not rest on the federal and state governments alone.

The findings also revealed the roles of government in funding business education programme for quality in Niger Delta University, Bayelsa state. Government is expected to provide modern ICT laboratories in the department, sponsor lecturers on conference, provide adequate textbooks, provide places for student industrial attachment, increase remuneration of business education teachers, provide on-the-job training for teachers, and establish entrepreneurship centers in the department. This is in consonance with the views of

Adegbesan (2010) who suggested that in order to establish quality in Nigeria educational system the government needs to provide all necessary educational needs.

Finally, business educators and students in the business education programme in Niger Delta university, Bayelsa state agreed that quality infrastructure and facilities can be ensured through effective maintenance of facilities, effective quality control of facilities and programme, effective audit of material, students and staff effective supervision of staff and effective record keeping/ inventories. This is in agreement with what Adegbesan (2010) suggested as strategies used for ensuring quality assurance in education.

### **Conclusion**

Quality assurance refers to the planned and systematic activities implemented in a way that quality requirements for a product or service will be fulfilled. It is the systematic measurement comparison with a standard, monitoring of process and an associated feedback loop that confers prevention.

The role of funding in education cannot be over emphasized. Adequate funding is the wheel of every business endeavour. Wikipedia (2012) opined that proper funding ensures;

- i. Provision of educational facilities and infrastructural development.
- ii. Promotion of creative and innovative approaches to educational learning and services.
- iii. Simulation, support, enhancement and improvement of activities in educational foundation area like teacher education, teaching practice, library development and so on.
- iv. New literacy enhancing areas such as scientific, information and technology literacy.

Funding of education and business education has always been a problem. For education to achieve the desired effect of development and integration, it has to be functional in order to enable those who receive it cope with life skills. Funding is a tool for quality assurance in a discipline like business education.

### **Recommendations**

Based on the findings and conclusion of the study, the following recommendations were made:

- i. There is need for proper funding of our educational institutions to ensure that quality modern facilities and instructional materials are made available for the programme.
- ii. Accreditation council such as the Nigerian Universities Commission should from time to time check and monitor institutions offering business education programmes.
- iii. There should be infrastructures and facilities such as classrooms, computer lab, library etc. in institutions offering business education programmes to ensure quality.

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