QUALITY ASSURANCE IN BUSINESS EDUCATION PROGRAMMES AND SKILL ACQUISITION AMONG BUSINESS EDUCATION STUDENTS IN TERTIARY INSTITUTIONS IN RIVERS STATE

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Abstract
The study examined quality assurance in Business Education programmes and skill acquisition among Business Education students in tertiary institutions in Rivers State.Two research questions were posed to guide the study and two hypotheses was tested at 0.05 level of significance.The population of the study was 90 and the entire populations of 90 were studied by the researcher, as there was no sample and sampling techniques adopted.Data for this study were collected by means of questionnaire.A total of 80 lecturers who returned their instrument were studied.Test-retest method was used for the reliability test, which yielded reliability co-efficient of 0.82.Mean and standard deviation were used to analyse the research questions while z-test was used to test the hypotheses.Findings revealed that the methods of ensuring quality on Business Education programme is of utmost importanceand the impact of quality Business Education programme on skill acquisition by Business Education students raised by the researcher was also necessary as hypothesis one was rejected and hypothesis two proved that there was no significant differences in the responses of the respondents on impact of quality Business Education programmes.Based on the findings, recommendations made amongst which included thatskill courses in Business Education programmes should be taught with utmost priority as to maintain quality and enhance skill acquisition by the students and Association of Business Educators of Nigeria (ABEN) should ensure uniformity of quality and skills in Business Education programmes in the Federation.
Key Words:Quality Assurance, Business Education Programmes, Skill acquisition, Students,

Introduction

Quality assurance (QA) is the systematic review of educational programmes to ensure that acceptable standards of education, scholarship and infrastructure are being maintained.It is the maintenance of a desired level of quality in a programme or service, especially by means of attention to every stage of the process of delivery or servicing (Okereke, 2014).Oyebade; Oladipo and Adetoro (2008) viewed education as obviously the basic instrument of economic growth and technological advancement of any society.It is in recognition of this fact that government commit immense resources to ensure the provision of education for their citizens and also tailored their policies towards ensuring that it is made accessible to the generality of their citizenry.Quality assurance (QA) in Business Educationis a way of preventing mistakes or defects in designated Business Educationprogrammes and avoiding problems when delivering instructions or services to the learners. It is also a part of quality management focused on providing confidence that quality requirements will be fulfilled".According to Okereke (2014), quality assurance is the systematic management and assessment procedures adopted by higher education institutions and

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systems to monitor performance against objectives, and to ensure achievement of quality outputs and improvement.Idialu (2007) described quality as standards of something as compared to other things that is the degree of goodness or excellence. Quality assurance in Business Education programmes generally means all the procedures, processes and systems that support and developBusiness Education programmes.Quality assurance in Business Education programme can also be viewed as the systematic measurement, comparison with a standard, monitoring of processes and an associated feedback loop that confers error prevention. This can be contrasted with quality control, which is focused on process output.Quality assurance in Business Education programme includes two principles: **"Fit for purpose"** (the programme ought to be suitable for the intended purpose); and **"right first time"** (mistakes ought to be eliminated). Quality assurance in Business Educationcan also be viewed as management of the quality of the resources, gatheringvarious courses, programmes, modules and services related to the programme and management, with invention and inspection processes.

According to Meisinger and Wagner (2006), across the world, it has been observed that countries that thrive in all areas of their economy did embrace education as their bedrock.It is therefore not far-fetched to understand that a nation is as good as the kind of education system it operates and gives to its recipients.For quality of Business Education programme to be guaranteed, prominence ought to be placed on the quality of teaching or the programme itself, in order to ensure impressiveness, efficiency and productivity of Business Education.When focusing on quality, the possibility of national and international level comparability ought to remain and improve.It is also necessary to control the quality of Business Education programme by using the relevant agencies such as National University Commission (NUC), Association of Business Educators of Nigeria (ABEN), National Board for Technical Education (NBTE), as well as National Commission for Colleges of Education (NCCE) amongst others.These agencies were established in order to ensure the quality of education in Nigeria as well as ensuring quality in Business Education programme.

Business Education is an integral part of vocational and technical education. According to Idialu (2007), Business Educationis a form of vocational education that is directed towards developing the learner to become productive in teaching, paid employment and self-employment. Amoor and Udoh (2008) noted that Business Education plays a significant role in the economic development by providing knowledge and skills to the learners, thereby enabling them to adequately impart knowledge to others, and handle sophisticated office technologies and information systems. The goal of Business Education is primarily to produce competent, skilful and dynamic business teachers, office administrators and businessmen and women that will effectively compete in the world of work (Odunaike & Amoda, 2008).However, Business Education is an essential element of vocational and general education.It is concerned with the impartation of business orientation and knowledge for personal and national development. Business Education involves teaching students the fundamentals, concepts, theories and processes of business. To Okoli (2010), Business Education is an important part of the general education which emphasizes on

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skill acquisition and competencies for use in offices and business related occupations. Similarly, Nwanewezi (2010) described Business Education as encompassing education for office occupations, business teaching, business administration and economic understanding.The foregoing points out that Business Education covers a wide spectrum of livelihood activities, it is also the pedagogical and desirable business competencies necessary for self-employment or being employed with a view to making the recipient self-reliant with appropriate infrastructures and equipment for learning (Amesi, 2010).Thus Business Education can by appropriate training and effective skill acquisition, ensure for individuals full employment even in our present economy by equipping them with life-long skills.In all, Abdulkadir (2011) noted that one remarkable characteristic of Business Education programme is that, its products can function independently as self-employed and employers of labour.

Importance of Skill Acquisition

Skill acquisition isa specific form of learning. It includes theacquisitionofskills in areas that will be useful to business students and make them self- reliant, independent and productive citizens of the society.For the purpose of this study, it will be sufficient to define learning as the representation of information in memory concerning some environmental or cognitive event. Thus, learning refers to an organism storing something about its past in memory.Skill is very important in the life of every citizen, including Business Education students. The reason why many technicians earn more than some university graduates is because the technicians acquired more of skills than the theories the graduates were fed with when they were in universities. Skill can take you to places you do not expect you will ever find yourself. Skill acquisition is the ability to be trained on a particular task or function and become expert in it.

Skill is like key used in opening door of fortune.As water is very essential to human life; so is skill needed in the life of every serious minded human being. Skills can do a lot of great work in the life of every person.Lack of skill is a major cause of corruption in the sense that a man without skill and is not employed can determine to do anything to earn a living, whereas a man with skill works and get pay.The importance of skill acquisition includes self-employment, diverse job prospects, employment generation, operative function, and crime reduction.

Self-employment: Most successful men and woman whose name are heard in many parts of the world are self-employed with skill.A self-employed person can never go hungry because the skill he or she acquired provides food for him or her on daily basis.Skill men or women can achieve a lot, but one who lacks skill will find it difficult to be self-employed because he or she has nothing to offer.As such, everyone who acquires knowledge or skill inBusiness Education, will certainly be self-employed in one way or the other.Business Education graduates or students are and will be self-employed due to the skill they acquired during the course of their study.

Diverse job prospects: Many skills acquired by Business Education students make them to be classified as those who are up and doing.Business Education students who have skills stand the chance of being employed by many establishment.Business Education students who have and acquired skills are being sought after by many

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companies or organizations, and so with skill acquisition by Business Education students, there is the tendency that they will not search or look for job as they will readily be employed.

Employment generation: Public and private organizations are still finding it difficult to provide jobs for the citizens and graduates because when the opportunities calls, many applicants lack the requisite skills to gain employment, whereas, Business Education students grab these opportunities as advantage.This is why it is necessary for the National Executive Council of Association of Business Educators of Nigeria who oversee the affairs of Business Education programme to ensure that students of Business Education acquire necessary skills that will guarantee them job placement before graduating as skill acquired will enable them gain employment and be self-employers.

Operative (effective, workingor active) function: Organizations that employ Business Education graduates as skilful workers to assist in their organizational duties loose nothing at all because they will always perform operative functions.This is because the graduate of Business Education has acquired necessary skills needed for him or her to perform the work as desired by the organization.The knowledge he or she gained from the training as students of Business Education, makes him or her to perform the organization's works as desired by the management or administrators of the organization.There is much difference between studying a particular course in the university or college and going for Business Education programme or training.Training in Business Education gives the students an advantage in acquiring specific skills that helps them to function effectively in organizations or establishments.With skill acquisition combined with the knowledge of Business Education acquired by a student, operative function is offered to the organization or establishment he or she is employed to work with.

Crime reduction: Skill acquisition reduces the crime rate in many nations.Individual begins to think on many dirty activities they will do to make money when they do not have anything to call job of their own or acquired skill. But, Business Education students with skills, work and make money.This makesBusiness Education students or graduates comfortable in life.Other importance of skill acquisition includes raising capital, strategic planning, crisis management, decision making, communication, time management and organization, goal setting, public speaking and presentation, entrepreneurial and innovation, flexibility and adaptability, accounting education, economics education, distributive education, office technology and management (OTME) education, entrepreneurship education.

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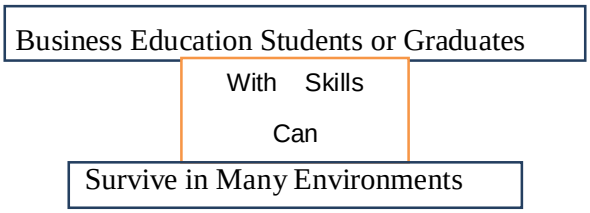

Fig. 1. Business Education Students and Skill Acquisition

Business Education students without viable knowledge of the skill courses is like a beautiful designed house without a roof, this is because skill acquisition is a talent or ability that comes from training or practice.Skill acquisition is an ability and capability acquired through deliberate, systematic and sustained effort to smoothly and adaptively carry out complex activities or job functions involving ideas (cognitive), things (technical), and or people (interpersonal).

Importance of Quality Assurance

Assuring quality inBusiness Education programme is a fundamental aspect of gaining and maintaining credibility for its programmes. Institutions and Association of Business Educators of Nigeria (ABEN),including planners of higher education worldwide have the right to ensure quality programmes in various institutions. Quality assurance is designed to prove and improve the quality of institutions methods of instructional delivery, and Business Educationprogrammes and outcomes. Oyebede, Oladipo and Adetoro (2008) and Zelvys (2004) perceived that quality has been one of the most important concepts in contemporary educational terminology.Many educationists have attempted to define the quality of education and educational quality. International Organization of Standardization in Okereke (2014)defined quality as the totality of features and characteristics of a product or service that bear on its ability to satisfy stated needs. According to Article II of the World Declaration on Education (2003), quality is a multidimensional concept which should encompass all the functions and activities in school space or programme. Allele-Williams (2004) defined quality assurance in any educational institution as that which indicates the pre-eminence and special features that makes the institution and programme distinct from other forms of institutions or programmes.

Quality assurance is designed to prove and improve the quality of an institution's methods and educational processes and products. According to Igborgbor (2012), quality assurance connotes all the measures taken to ensure that the educational system is better able to meet the needs of each society. In the view of Kontio (2012), quality assurance means all the procedures, processes and systems that support and develop the education and other activities of the higher education. To Kontio, quality assurance and auditing are one way to support education to improve its quality of delivery. Similarly, Oyebade; Oladipo and Adetoro (2008) viewed quality assurance as the relevance and appropriateness of the education programme to the needs of the community for which it is provided. They further assert that it is the arrangement made or the mechanism put in place to maintain the degree of excellence of an educational product or services. Quality assurance involves series of operational

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techniques and activities which include all action taken for standards to be met. In summary, quality assurance is the entire process of ensuring maximum effectiveness and efficiency of educational programme and services in relation to their context, mission and stated objectives. The need for quality assurance inBusiness Educationprogramme for effective teaching and learning cannot be overemphasized. However, the followingmajor needs for quality assurance in Business Education programme is to:

a) Serve as essentialelement of quality control policy in Business Educationprogramme
b) Ensure and uphold high standard of education in Business Education programme at all levels
c) Support in monitoring and supervision of Business Education programme
d) Determine the superiority of business educators and teachers' input at all level where Business Education programme is offered
e) Decide the number of classrooms needed based on the average class size to ensure quality control of Business Education
f) Regulate the level of adequacy of the amenities, studios, and machines available for quality control in Business Education programme
g) Confirm how the economicassets available could be prudently and judiciously utilized.

On the other hand, learners' entry behaviour, features and attitudes including some demographic factors that can inhibit or facilitate their learning,teachers' or lecturers' qualifications, morals, teaching skills and professional readiness, teaching and learning processes including the structure of the curriculum and learning environment, flow of operational funds including its adequacy and regularity, are also essential for quality assurance in Business Education and education in totality in Nigeria. According to Onyesom and Ashibogwu (2013), the interplay of these and other related factors will go a long way in determining the outcome of any Business Education programme.It is obvious that philosophical objectives of quality assurance are the decision of NECABEN to train individuals or students to achieve competence in a given area of industrial production function. The focus is to prevent problems, strengthen organizational systems and continually improve performance. Relating to the programme, it is essential to state that the quality of Business Education graduates could be measured by how well they have been prepared or taught for life and services to society in various spheres of human endeavour. Quality of assurance in Business Education is not determined by the end product alone but also the processes leading to the end product is as important as the product. The product which is the students is only as good as the system that produces it. 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.

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Influence of Quality Assurance on Skill Acquisition

The following are the influence of quality assurance on skill acquisition

a) Quality assurance consists of that "part of quality management focused on providing confidence that quality requirements will be fulfilled." The confidence provided by quality assurance is two-fold—internally to management and externally to customers (students), government agencies, regulators, certifiers, and third parties.Skill acquisition is the ability to be trained on a particular task or function and become expert in it.

b) Quality assurance makes sure you are doing the right things, the right way.Skill acquisition is a specific form of learning that must be acquired by the learners, and this can only be done through quality attached to any programme or course of study.

c) Quality assurance is process oriented, while skill acquisition is training or practice oriented.

d) Quality assurance relates to how a process is performed or how a product (student) is made in a particular course of study or programme.Skills acquisitions open doors to greatness. A skilful student or individual speaks with confidence while thenone skilful is filled with fear.

e) Quality assurance expects development to provide services to it (control development) and is not responsible for any result, while skill acquisition is responsible for result as it show cases the extent of the richness of the programme acquired.

Statement of the Problem

It has been observed by the researcher that quality is not attached to most programmes in institutions of learning and business educators (lecturers) and students in most cases, do not see Business Education programme as a programme that is vital and relevant as they overlook and do not attach importance to the skill and non-skill courses.Consequently, the researcher need to ascertain the quality in Business Education programmes and skill acquired among Business Education students in tertiary institutions in Rivers State.

Purpose

The aim of this study was to:

1. Determine methods of ensuring quality ofBusiness Education programmes
2. Determine the impact of quality Business Education programme on skill acquisition byBusiness Education students

Research Questions

Two basic questions guided the study:

1. What are the methods of ensuringquality ofBusiness Education programmes in Rivers State?
2. What are theimpact of quality Business Education programmes on skill acquisition byBusiness Education students in Rivers State?

Hypotheses

Two hypotheses were tested at 0.05 level of significance

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1. There is no significant difference in the mean rating of more experienced and less experienced lecturers inBusiness Educationprogramme on methodsof ensuring quality ofBusiness Education programmes
2. There is no significant difference in the mean rating of more experienced and less experienced lecturers in Business Education programme on the impact of quality Business Education programme on skill acquisition byBusiness Education students in Rivers State.

Method

The study area was Rivers State of Nigeria. The design of the study was descriptive survey and the population was 90 lecturers, within the scope of the research.The entire population was studied by the researcher andsample/sampling technique was not considered necessary. The institutions studied by the researcher were Rivers State University, Ignatius Ajuru University of Education and Federal College of Education (Technical) Omok.The researcher did not discriminate between degree and non-degree awarding institutions.Details of the population is shown in Table 1.Data for the study were collected by means of questionnaire developed by the researcher from insight gained from reviewed works.The questionnaire has two parts - "A" and "B".Part A sought information on the selected personal background of the respondents, and it contained three items as to ensure that the respondents were actually lecturers in Business Education department.Part B sought information on the view of the respondents regarding the study with 19 question items.The questionnaire adopted a four point ratingscale as follows: Strongly Agreed (SA = 4 points); Agreed (A = 3 points); Disagreed (DA = 2 points) and Strongly Disagreed (SDA = 1 point) for the research questions.The researcher and two research assistants personally distributed the 90 copies of the questionnaire to the respondents.In all, 80 copies out of the 90 copies of the questionnaire sent outwere retrieved, which amounted to 89 percent return rate. The initial copy of the questionnaire was face and content validated by 12 lecturers, other than those used for the study.Test-retest method was used to test the reliability of the items and a reliability coefficient of 0.82 was obtained.Mean and standard deviation were used to analyse the research questions while z-test was used to test the hypotheses.

Table 1:Population Distribution

tt	Institution	Lecturers	Total
1.	Rivers State University	11	11
2.	Ignatius Ajuru University of Education	50	50
3.	Federal College of Education (Technical), Omoku	29	29
Total=		**90**	**90**

Source:Departmental Exam. Officers, (2017)

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Results

The results obtained from the respondents is shown below:

Research Question 1:What are the methods of ensuring quality ofBusiness Education programmes in Rivers State?

Table 2:Methods of EnsuringQuality ofBusiness Education Programmes in Rivers State

S/N	Item	SA	A	DA	SDA	$\overline{X}$	S.D	Remark
1.	Comprehensive curriculum design	40	25	5	10	3.19	1.01	Agreed
2.	Adequate lecture room and library space	38	22	10	10	3.10	1.04	Agreed
3.	Adequate laboratory equipment	25	35	15	5	3.00	0.87	Agreed
4.	Increased lecturer students contact hours	30	32	8	10	3.03	0.99	Agreed
5.	Quality admission selection guidelines	10	20	45	5	2.44	0.79	Disagreed
6.	Provision of requisite infrastructure and facilities	20	25	25	10	2.69	0.98	Agreed
7.	Effective mechanism for measuring learning outcome	25	25	5	25	2.63	1.22	Agreed
8.	Complementing classroom work with practical	5	35	20	20	2.31	0.92	Disagreed
9.	Effective communication among lecturers and students	25	10	5	40	2.25	1.35	Disagreed
10.	Effective teacher evaluation	27	33	10	10	2.96	0.98	Agreed
TotalMean/S.D=						**25.60**	**10.06**	
Grand Mean/S.D=						**2.56**	**1.01**	

Source: Research Data, 2017

Table 2 shows that items 1 – 4, 6 and 7 regardingmethod of ensuring quality of Business Education programmes were all agreed by the respondents, while items 5, 8 and 9 were disagreed by the respondents with mean scores of 2.44, 2.31 and 1.35 respectively. The responses of the respondents proved that ensuring quality in Business Education can be attained by the items raised here as the grand mean and standard deviation of 2.56 and 1.01 confirmed it.From the analysis, comprehensive curriculum design scored a high mean of 3.19, adequate lecture room and library space scored a mean of 3.10, increased lecturer students contact hours scored 3.03 as mean, adequate laboratory equipment scored 3.00 as mean.Effective communication among lecturers and students scored the least mean of 2.25, followed by complementing classroom work with practical with a mean score of 2.31, and quality admission selection guidelines scored 2.44 as mean.The grand mean of 2.56 indicate that the items in the table are widely recognized methods of ensuring quality of Business Education programmes in Rivers State.

Research Question 2: What are the impact of quality Business Education programme on skill acquisition byBusiness Education students in Rivers State?

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Table 3:Impact of Quality Business Education Programme onSkill Acquisition byBusiness Education students

S/N	Item	SA	A	DA	SDA	$\overline{X}$	S.D	Remark
1.	Develop in students the ability and desire to keep records for personal use	27	33	10	10	2.96	0.98	Agreed
2.	Provide commercial knowledge for personnel use and for further education	35	15	15	15	2.88	1.17	Agreed
3.	Develop in students the habit of the wise use of services offered by commercial institutions	50	10	15	5	3.31	0.98	Agreed
4.	Develop in students the understanding of some of the problems and characteristics of business enterprise	35	20	25	-	3.13	0.86	Agreed
5.	Prepare and encourage students to be prudent and effective in the management of scarce resources	40	25	5	10	3.19	0.81	Agreed
6.	Develop in students the ability to take down dictation from the Boss using shorthand or stenotype machine	20	30	-	30	2.50	1.22	Agreed
7.	Develop in students the ability to engender growth process and changes that is never ending	35	15	15	15	2.88	0.69	Agreed
8.	Develop in students the ability to make appointment for executive and reminding him or her of the appointments	20	25	25	10	2.69	0.98	Agreed
9.	Develop in students the ability to keep personal record of events in the offices	10	20	45	5	2.44	0.79	Disagreed
TotalMean/S.D=						**25.98**	**8.41**	
Grand Mean/S.D=						**2.89**	**0.93**	

Source: Research Data, 2017

The results in Table 3 show that out of nine items on impact of quality Business Education programme on skill acquisition by Business Education students in Rivers State, items 1 – 8 with mean scores of 2.96,2.88,3.31,3.13,3.19,2.50,2.88 and 2.69 respectively, indicates that there is great impact of quality Business Education programme on skill acquisition by Business Education students, as they were all agreed by the responses of the respondents.However, item 9 with mean scores of 2.44 revealed that the ability to keep personal records of events in the office by the students are not well developed.The grand mean of 2.89 show that Business Education students acquires skills in the programme due to the quality attached to Business Education programme.Furthermore, the standard deviation which ranged between 0.93 and 8.41 indicates closeness in the opinions of the respondents.

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Hypothesis 1

There is no significant difference in the mean rating of more experienced and less experienced lecturers in Business Education programme on methods of ensuring quality on Business Education programmes

Table 4:z-test of Difference Between More Experienced and Less Experienced Business Education Lecturers on Method of ensuring Quality of Business Education Programme

Lecturers	N	Mean	S.D	Std. Error	Z-cal	Z-tab	Remark
Experienced	50	14.43	5.44	1.14	2.86	1.96	Rejected
Non-Experienced	30	11.17	4.62				

Significant at 0.05 level of significance

The analysis in Table 4 showed the z-test of difference between more experienced and less experienced Business Education lecturers on methods of ensuring quality on Business Education programmes.The z-calculated value of 2.86 greater than the z-table value of 1.96 indicates that the null hypothesis is rejected. Therefore,there issignificant difference in the mean responses of more experienced and less experienced Business Education lecturers on methods of ensuring quality on Business Education programmes.

Hypothesis 2

There is no significant difference in the mean rating of more experienced and less experienced lecturers in Business Education programme on the impact of quality Business Education programme on skill acquisition by Business Education students in Rivers State.

Table 5:z-test of Difference Between More Experienced and Less Experienced Business Education Lecturers on Impact of Quality Business Education Programme on Skill Acquisition by Business Education Students

Lecturers	N	Mean	S.D	Std. Error	Z-cal	Z-tab	Remark
Experienced	50	13.52	5.35	0.88	1.20	1.96	Accepted
Non-Experienced	30	12.46	3.06				

Significant at 0.05 level of significance

The analysis in Table 5 reveal the z-test of difference between more experienced and less experienced Business Education lecturers on the impact of quality Business Education programme on skill acquisition by Business Education students in Rivers State.With the z-calculated value of 1.20 lesser than the z-table value of 1.96, the second null hypothesis is therefore accepted. This means that there is no significant difference in the mean responses of more experienced and less

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experienced Business Education lecturers on the impact of quality Business Education programme on skill acquisition by Business Education students in Rivers State.

Discussion

Findings from research question one proved that the respondents considered comprehensive curriculum design, adequate lecture room and library space, adequate laboratory equipment, increased lecturer students contact hours, quality admission selection guidelines, provision of requisite infrastructure and facilities, effective mechanism for measuring learning outcome, complementing classroom work with practical, effective communication among lecturers and students and effective teacher evaluation as methods of ensuring quality of Business Education programmes in Rivers State. This finding is in agreement with the view of Idialu (2007) who described quality as standards of something as compared to other things that is the degree of goodness or excellence. Quality assurance in Business Education programmes generally means all the procedures, processes and systems that support and develop Business Education programmes. In agreement with the view of Idialu, Oyebade *et al.* (2008) depicted that quality assurance is the relevance and appropriateness of the education programme to the needs of the community for which it is provided.Agreeing to the views of Idialu and Oyebade *et a*l, Kontio (2012) recognized that quality assurance is all the procedures, processes and systems that support and develop the education and other activities of the higher education and a way to support education to improve its quality of delivery.

Findings from research question two proved that the respondents considered develop in students the ability and desire to keep records for personal use, provide commercial knowledge for personnel use and for further education, develop in students the habit of the wise use of services offered by commercial institutions, develop in students the understanding of some of the problems and characteristics of business enterprise,prepare and encourage students to be prudent and effective in the management of scarce resources, develop in students the ability to take down dictation from the Boss using shorthand or stenotype machine, develop in students the ability to engender growth process and changes that is never ending, develop in students the ability to make appointment for executive and reminding him or her of the appointments and develop in students the ability to keep personal record of events in the offices as impact of quality Business Education programme on skill acquisition by Business Education students.This finding is in agreement with the view of Okoli (2010) who opined that Business Education is an important part of the general education which emphasized on skill acquisition and competencies for use in offices and business related occupations. In agreement with Okoli, Nwanewezi (2010) emphasized that Business Education is encompassing education for office occupations, business teaching, business administration and economic understanding.Agreeing to the views of Okoli and Nwanewezi, Abdulkadir (2011) noted that one remarkable characteristic of Business Education programme is that, its products can function independently as self-employed and employers of labour.In agreement with the views of Okoli, Nwanewezi and Abdulkadir, the researcher opined that skill in Business Education builds into students self-esteem by

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engendering growth process and changes that is never ending and skills acquired make ways for Business Education students where there seems to be no way.

The result of hypothesis one shows that there is significant difference in the responses of the respondents on methods of ensuring quality on Business Education programmes.Ensuring quality in any programme is of necessityas effective procedural trends is necessary and must be followed adequately, it isensuring quality programme that can enhance effective acquisition of skills in Business Education programme.Ensuring quality in Business Education programme make the programme to be suitable for the intended purposeand also ensure that mistakes are eliminated.It is also of note to state that quality of Business Education programme could be measured in terms of quality of input, quality of output, quality of process and quality of content as input here includes both human and material resources put into programme production process.They are the teachers, administrators, classrooms, facilities, equipment and other infrastructures.The out here include academic achievement on tests, scores and progression and pass rates, that makes up the internal and external efficiency. In other words, it is important that the quality is attached to Business Education programme in all institutions in Rivers State.

Result on hypothesis two proved that there is no significant difference in the mean responses of the respondents on the impact of quality Business Education programme on skill acquisition by Business Education students.This is because acquisition of skills in useful areas make Business Education students self-reliant, independent and productive citizens of the society.Skill courses in Business Education programme is important and necessary, this is because skill acquisition by the students is a talent or ability that comes from training or practice.Acquisition of skill by Business Education students makes them able and capable of carrying out complex activities or job functions involving ideas (cognitive), things (technical), and or people (interpersonal) as skills opens the door to greatness and also an important tool for achieving success in life.

Conclusion

This study has actually established the fact that quality assurance in Business Education programmes and skill acquisition among Business Education students is necessary as it ensures qualitative education and makes the students self-reliant.Rapid look at the education system and Business Education programme shows that quality and skill acquisition is of necessity and essential as to make the students more viable in the world of work.This is because quality in Business Education is not determined by end product but by the processes leading to the end product.

Recommendations

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

1. Skill courses in Business Education programmes should be taught with utmost priority as to maintain quality and enhance skill acquisition by the students.

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2. Association of Business Educators of Nigeria (ABEN) should ensure uniformity of quality and skills acquisition in Business Education programmes in the Federation.
3. The methods of ensuring quality on Business Education programmes should be taken very serious as to enhance effectiveness in the programme.

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