

CONSUMER PERCEPTION OF SERVICE QUALITY MANAGEMENT EDUCATION IN SELECTED NIGERIAN UNIVERSITIES

Edith Onowe Odia*

and

Barnabas Aigbojie Agbonifoh

Department of Business Administration

University of Benin, Benin City

*Corresponding authors: eddy2002ng@yahoo.com & agbonifoh@yahoo.com

Abstract

Against the growing hue and cry about the alleged falling quality of education in Nigeria, this study sought to determine consumers' (students') perception of the management education in Nigerian universities as well as the adequacy of resources and facilities in these institutions. It involved the administration of a questionnaire on 285 final year students through convenience sampling in public and private universities in Edo State. The results shows that irrespective of demographic differences, respondents rated the quality of management education in these institutions as merely 'fair'. However, students in private universities reported a higher level of overall satisfaction with the management education service they have received. It is recommended that management education system in Nigeria can be improved by placing emphasis on infrastructural development, enhancing practical skills through industrial attachment.

Keywords: Management education, Nigerian universities, Quality, Services, Students.

Introduction

Education as one of the fundamental human right has been noted as the source and bedrock of any nation's economic, political, social and technological development. The perennial and deteriorating quality of education in Nigeria

impinges heavily on the welfare of individual citizens and the nation at large (Adewuya, 2002; Alumode, 2006; Ezenwafor, 2006). Today, a number of challenges face our tertiary institutions especially that of quality control, both in content and environment. Painfully, Akpa (2006) noted that over 60% graduates from tertiary institutions are classified as unskilled and untrained. In support of this observation, Braimoh (2008) remarked that the Nigerian labour market is crowded with low quality unemployable graduates who are suitable for available vacancies in the productive organizations.

It has been observed that Nigerian educational system has continued to witness huge and colossal quantitative growth at the expense of its qualitative development. A report by Obe (2007) indicates that out of the 25 federal owned universities, 18 were found to have over enrolled and that, 13 out of 19 state universities shot above carrying capacity while only one of 7 private universities enrolled above its capacity. Okebukola (2000), in a related remark observed that the space requirement of classrooms, lecture theatres, laboratories and workshops are hardly met in over 70% of the tertiary institutions due to over enrollments. The Nigerian government hardly ever meets UNESCO's recommendation that all countries

should allocate not less than 26 per cent of their annual budget to the educational sector.

In 2000, the Nigerian government allocated 8.36%, 7% in 2001, 8% in 2002, 7% in 2003, 12% in 2004, 11% in 2005, 11% in 2006, 8% in 2007 and 13% in 2008 (Okocha, 2008). The abysmal performance in the Nigerian education sector can be judged from the poor rating of its universities. Only five Nigerian universities were rated among the first 100 top African Universities in 2006. The best Nigerian university OAU ranked 44th behind some universities in Kenya, South Africa and Ghana (Onojeta, 2008). It has been recorded that Nigeria ranked less than 50% in Human Development Index HDI compared to Botswana (71%) and Lesotho's over 71% (Onojeta, 2008). Judging from the Japanese experience, Adefuye (1999:9) argues that labour is the pivot and catalyst for national development. In the words of Ofulue and Nwkwushue (2008:166), "no nation would make any meaningful socio-economic stride without viable educational institutions." In corroboration, Adeyemi and Olu (2012) acknowledged that a nation's education system forms the bedrock of its economic, political and technological development and a major determinant of its GDP.

Against this background, the need to determine consumers' (students) assessment of management education in Nigerian universities is timely and cannot be overemphasized as the Nigeria's formal education system has been keenly noted to be contributing to high unemployment rate, crime and poverty (Akhuekhan, Raimu & Sodoluwe, 2013). The following objectives will be pursued to effectively conduct the study

- (1) To determine consumer perception of the quality of Nigerian management education.
- (2) To identify demographic variables that influence the image of the Nigerian management education
- (3) To ascertain if significant variation exist in the opinions of the graduates in the various disciplines in the management studies.
- (4) To identify areas of deficiency in the design of management education curriculum
- (5) To assess the adequacy of the university's library, lecturers' skills to deliver lectures

and the conduciveness of the lecture halls.

The Concept of Quality in Education Service Delivery

Quality in education relates to creating an enabling environment where educators, parents, government officials and community representatives can work together to provide students with the resources they need to meet current and future academic and societal needs (Arcaro, 2005). The concept of Total Quality Management (TQM) has now been recognized as a potent tool in educational planning and development. The current awareness is predicated on the fact that educating people relates to the business of producing goods and services in an economy (Melisaratos & Arendt, 1995). Yusuf and Alabi (2013) observed that quality control practice in Nigerian education system is characterized by school inspection, monitoring and control. To them, school inspection is highly criticized for its limitation as post-mortem examination of school activities

The relevance of TQM in the education sector cannot be over-stressed. The works of Melissaratos and Arendt (1995) and Nicklin (2001) found that the application of TQM in higher education in the United States yielded huge success, more importantly because of the positive attitude to its application. In a similar vein, Umoru-Onuka (2003) shows very clearly that the use of TQM in some Nigerian schools yielded good results and tremendously improved teaching and learning. In Ojo's (2006) observation, TQM's uses and applications in education are growing in importance and its dividends are quite evident in student's performance. In sum, Igwe (2004) opines that quality education entails that the output of institutions are acceptable, desirable, and beneficial. Without effective quality management, investment in our educational sector results in waste and graduates from our universities become half baked and of little relevance to the nation's socio-political and economic development.

The State of Education Service Delivery in Nigerian Universities

On funding and management, Hartnett (2000)

noted that between 1990 and 1997, the real value of government allocations for higher education declined by 27% as enrollments grew by 79% with a 62% drop in the real value of recurrent expenditure per student. The issue of funding continued to be a major problem as it was also observed that in 2012, the Nigerian government only committed 8.4% of the total budget to education as against 30% in the case of Ghana. In a related remark, Chiedu (2013) notes other challenges facing Nigeria's education sector as inadequate funding, labour unrest and brain drain.

The imbalance in the ratio of staff to student is a challenge. Between 1997 and 1999, the numbers of academic staff declined by 12% even as enrollments expanded by 13%. Long term brain drain left the federal university system with only 48% of its estimated staffing needs filled. Staffing scarcity was most acute in engineering, science and business disciplines with a 58% shortfall in business administration (NUC 2002). In addition, it was noted that only 16,000 academic staff were on the ground instead of at least 46,000 required.

The quota-based admissions system is also critical since it bears directly on educational quality. Only 40% of students were admitted on the basis of their academic performance. Evaluating the admission policies, Adeyemi (2001) found significant differences in academic performance between students admitted on merit and those admitted on other criteria. Further analysis analysis from Adeyemi's (2001) study revealed that the drop-out and repetition rate for the latter group was three times higher than for the merit-based group. In the view of Mahmoud (2013), inadequate funding, responsibility and control, politicization of education (politicised admission of unmerited students and recruitment of unqualified teachers); indiscipline are responsible for poor educational service delivery.

In today's globally competitive knowledge economy, updating of curricula needs to be an almost permanent undertaking. Clark (2001) suggests that modifications be made to university departments' curricula every two or three years in order to ensure that the content of their teaching reflects the rapidly advancing frontiers of scientific

knowledge. In 2002, NUC preliminary estimate of dropout rates within the federal university system was projected to be as high as 50% at six universities (NUC 2002).

Nigeria's performance in world /Africa university ranking is a matter of concern. Nworah (2007) commenting on the issue remarked the non-inclusion of the Nigerian University among the top 500 universities in the world in the 2007 THES – QS World University Rankings as unacceptable. The University of Cape Town, South-Africa was the only African university that made the top 500 list. The place of Nigerian universities in the African rankings is more pathetic because they trail behind some universities from Kenya, South Africa, and Ghana, countries endowed with fewer natural resources (Nworah, 2007).

Constant strikes by the lecturers under their umbrella union (ASUU) may not be helping matters. In a Keynote address delivered at the First Bank Annual Undergraduate Essay and Secondary School Quiz Competitions Award ceremony in Lagos in 2006, Professor Peter Okebukola said that between 1993 and 2003, the (university)-system witnessed 36 months of total closure (Nworah, 2007). In 2005, at the British Education Fair held in Lagos, Richard Gozney, the High Commissioner of Britain to Nigeria remarked that the near comatose educational system in the nation and its perennial unpredictability as factors responsible for the mass exodus of Nigerians who long to acquire education abroad (Nworah, 2007).

The results from the first round of the 2006 accreditation of Master of Business Administration (MBA) courses offered by Nigerian universities showed that 9 universities in Nigeria are ineligible to offer the course. 35 universities were covered by the accreditation exercise, of the number, 26 universities, representing 74.3 per cent, were granted the accredited status, while nine universities, representing 22 per cent, earned not accredited status. During the exercise carried out in 2006, a total of 1,343 undergraduate degree programmes were evaluated in 48 universities comprising 25 Federal, 20 state and three private universities. Also, 5 Colleges of Education

affiliated with government approved universities participated in the exercise. The academic programmes were evaluated and scored on the following criteria: staffing, 32; academic content, 23; physical facilities, 25; library, 12; funding, 5; employers' rating, 3. Subsequently, 571 courses, about 42.5 per cent of the total figure, were awarded full accreditation status; 670 courses, about 49.9 per cent earned interim accreditation; while 102, about 7.6 per cent failed to meet the prescribed minimum academic standard and hence, were denied accreditation. Of the 48 universities, 26 had their courses discredited, and the hardest hit are University of Uyo (UNIUYO) which lost 23 courses, Enugu State University of Technology (ESUT), Enugu, 17 courses; Ebonyi State University (EBSU), Abakaliki and Kogi State University, Anyigba, Kogi State, 12 courses each.

Determinant of Quality in Nigerian Tertiary Institutions

The decaying learning environment, aesthetic, psychological and moral, in which they are called to learn, are other source of concern. Another major source of concern is the issue of truancy and absenteeism. The emphasis on paper qualification and theoretical knowledge at the expense of competence or practical knowledge and entrepreneurial skills is a big challenge to the Nigerian educational sector. The university library is an important component of any university community. No university can lay claim to academic excellence without a good library to back up its teaching, research, and public service mandates (Agboola, 2000).

Speaking on the topic titled: 'Quality Assurance and the Challenges of Mandate Delivery in Nigerian Universities', at the 18th Convocation Lecture of the Lagos State University (LASU), Ojo, Prof. Okojie, the NUC chair, pointed majorly at poor funding, dearth of modern physical infrastructure, non-robust staff development policy, leadership and governance, the proliferation of universities and sharp practices, security issues on campuses, research, innovation and development, unionization, challenge of entrepreneurship and vocational training, use of ICT and other social media platforms and promotion criteria, as enormous challenges to

effective mandate delivery in the Nigeria's education sector (Asomba, 2013). Emphasizing on the problem of inadequate modern physical infrastructure, Prof Okojie perceived a bleak future for the Nigerian education as he remarked that the hostel rooms meant for four students in the 1970s are now being occupied by 12 students in 2013, with the abysmally low level of research facilities in the universities.

On the quality of teaching staff in the Nigerian university, Professor Okoie, the NUC chair estimated that 57% of them do not hold PhD. Asomba (2013) citing the case of 2007 NUC Programme Audit Report, stated that there are a total of 30,452 members of academic staff, comprising 5, 062 Professors/Readers; 7,037 Senior Lecturers and 18, 353 Lecturers 1 and below. Analysing further, he observed that if the above figures are evenly distributed among the 128 universities in Nigeria, each university will have on the average a total of 245 academic staff made up of 44 Professors and Readers and 57 Senior Lecturers. On comparing with other parts of Africa such as the Cairo University in Giza Egypt with a total of 12,158 academic staff, it was noted that there is chronic shortage of teaching staff. An observation was also made that some professors were involve in 'moonlighting', junketing from one university to the other during NUC accreditation exercises. The NUC chair noted this poor condition as partially the reason why our universities are poorly ranked globally (Asomba, 2013).

Effects of Low Quality Education in Tertiary Institutions

The loss of confidence in Nigeria's education system is evident in the amount of money that Nigerians are willing to expend on education in other countries. According to Exam Ethics International, a non-governmental organisation, Nigeria loses N1.5 trillion annually to education tourism. N160 billion of this amount is allegedly spent by Nigerian parents on their children and wards' education in Ghana alone and N80 billion in the United Kingdom. As noted by Gidado (2003), indicators of declining quality and wastages include high dropout, failure rates, rampant examination malpractices and low performance in

national survey of achievement. The catastrophic drop in the quality of education offered in Nigerian universities has partly contributed to the increasing educational tourism by Nigerians anxious to escape the bedlam at home (Olukotun, 2013). The educational decay is evident as well in the scarcity of teaching materials, the breakdown of equipment and the hand-to-mouth situation.

Okebukola, the former NUC chair, on the effect of education mismanagement, submitted that overcrowding of our universities with mediocre students accounts, in large part, for many of the social vices on our campuses such as examination malpractice, cultism and 'sorting', one of the major causes of poor quality graduates. At a meeting with the members of the Committee of Vice Chancellors (CVC) of Nigerian universities in 2005, the former Minister of Education, Chinwe Nora Obaji blamed the problems on managerial inadequacies and indiscipline. Mrs. Obaji further observe that the inefficiencies resulted in other problems including, over population caused by over-enrolment, poor maintenance culture, poor sanitary situations, low quality teaching, examination malpractices, late admissions, 'sorting' and bribing of lecturers to pass, cultism and other social vices. In the view of Mahmoud (2013), examination malpractices,

secret cult menace, and corruption as the reasons for low quality of Nigerian education system.

In conclusion, we summarise the symptoms and effects of failing educational system as: low infrastructures, truancy/absenteeism, high dropout rate, mismanagement of resources, high graduate unemployment rate, unequipped library, educational tourism abroad, and sorting (bribery and lobbying for marks).

Methods

A combination of the descriptive and correlational research design was employed in the present study. Questionnaires were administered to a sample of 285 respondents between the ages of 18 years and 30 years; 145 male and 140 female students were involved in the research. The age average age of respondents was 23. The study involved both the public and private universities in Edo State. Two universities comprising of public (225) and private (60) students were used. The study was limited to outgoing, 400 level students in the faculty of management sciences. The sample was drawn across the three departments in the faculty of management. These departments with usable number of respondents' questionnaires include: Accounting (114), Banking and Finance (55), and Business Administration (85).

S/N	University	Number of Students in the Faculty	Number of Sample Respondents
1	University of Benin	464	225
2	Benson Idahosa University	65	60
	Total	529	285

The selection of 400 level students for this research is predicated on the premise that they have completed at least three years of learning and training in the faculty programme and therefore, qualify and in position to evaluate its programme. Systematic sampling method was applied in selecting the sample elements. For University of Benin, the students were given questionnaire to complete during the combined strategic

management lecture period. The students from the three departments were met to seat in lines and based on the desired sample size, a kth number was randomly determined and every other kth member of the sample group was given questionnaire to fill and collected on the spot. In the case of Benson Idahosa University students, questionnaires were given to all the 60 students present for the lecture.

The research instrument was designed to capture respondent demographics including age, sex, university ownership. Section B of the questionnaire focused on measuring student's perception of the quality of management education services in their respective universities. Examples of the issues raised in this section bothered on the quality of curriculum and its coverage, lecturers' effectiveness, adequacy of books in the university

library, infrastructures (classroom furniture, multimedia and ambience) and students' willingness to recommend their departments and universities to potential applicants. Service quality parameters were measured on a five-point Likert scale. Cronbach alpha test indicated a high internal consistency value of 0.828. Both descriptive and inferential statistics such as mean, Z-test and ANOVA-test were used in analyzing data.

Data Analysis and Results

Table 1: Consumer Perception of Management Education Service in Nigerian Universities

.S/N	Management Educational Parameters ($\alpha = 0.828$)	Public Mean	Private Mean	Total Mean	S.D
1	The curriculum for management education of my university is adequate.	3.24	3.62	3.33	1.09
2	The curriculum content is adequately covered before the examination.	2.76	3.69	2.96	1.32
3	The lecturers in my department possess the required educational qualifications to teach the courses assigned to them	3.62	4.07	3.72	1.01
4	Lecturers in my university possess the right teaching skills and the ability to deliver their lectures effectively.	3.04	3.98	3.24	1.17
5	Looking at the text book contents and coverage, I can say lecturers adequately cover the specified scheme before the examinations.	3.07	3.73	3.22	2.21
6	The lectures in my university are participatory and interactive.	3.02	3.78	3.19	1.12
7	The classroom ambiances and atmosphere in my university are always conducive for effective learning.	1.70	2.93	1.97	1.18
8	The education I have received has adequately prepared me to take up any job in my field	3.14	4.02	3.33	1.25
9	When compared to my counterparts who are studying management education in foreign universities, the standard of management education in Nigeria universities is said to be high.	2.12	3.04	2.32	1.23
10	The management education I have received has adequately prepared me to perform excellently in any post graduate international examination in management courses.	3.13	3.73	3.27	1.19
11	The management education and training I have received has adequately prepared me to take up management position in a foreign company in Nigeria or abroad.	2.85	3.65	3.03	1.23
12	I prefer management education in Nigerian universities to those of other foreign universities.	1.90	2.89	2.12	1.15
13	I am willing any time to recommend my department to any potential Applicant	3.18	3.75	3.30	1.26
	Total	2.84	3.64	3.02	0.83

Source: Authors' Field Work

The evidence from the analysis showed that students' overall evaluation of quality of management education in Nigeria is slightly 'fair' with a mean value of 3.02 for both samples. The

overall mean perception of management services in the public universities stood at 2.84, while those of the private universities recorded 3.64. Overall, the highest mean index for both groups was 3.33 on

two separate factors. On one of these two factors with the highest mean, the students indicated that management education curriculum is adequate. Secondly, the students succinctly agreed that the management education they have received has adequately prepared them to take up any job in their field. On the other hand, a close examination of students' assessment revealed that they are more dissatisfied with the classroom ambience and

atmosphere in their universities.

Another poorly rated factor was on the comparison of the Nigerian management education services with its foreign counterparts. Students expressed preference for foreign universities because they feel that their counterparts in those universities are bequeathed with higher education qualities and standards.

Table 2: Students' Self Evaluation on Management Skills

S/N	Management Skills	Public	Private	Overall Mean	Standard Deviation
1	Practical and technical skills	2.54	3.41	3.74	1.21
2	Report writing on seminar papers, research project and assignment	2.87	3.69	3.05	1.08
3	Interpersonal skills (Relating to other people)	3.35	3.71	3.43	1.17
4	Report presentation on seminar papers, research project and assignment	2.82	3.65	3.00	1.14
5	Skills pertaining to owning your business.	3.22	3.53	3.29	1.13
6	Computer skills.	2.32	3.47	2.57	1.39

Source: Authors' Field Work

Students from private university rated themselves high on all the management skills than their counterparts in the public university. Students from both public and private universities rated themselves highest on interpersonal skills. For the public university, the students appeared to be

disadvantaged in computer skills while students in the private universities were more deficient in practical and technical skills. Another noteworthy result is that both groups rated poorly, about lowest for each group in practical and technical skills.

Table3: Consumers' (Students) Rating of Management Education Service Quality in Nigerian Universities

S/N	Management Education Service Quality Dimension	Public Mean	Private Mean	Overall Mean	Standard Deviation	Rank
1	Curriculum content	2.87	3.71	3.05	1.00	2 nd
2	Quality of lecturers	2.98	3.85	3.17	0.97	1 st
3	Quality of books in the Library	2.53	3.07	2.65	1.03	4 th
4	Classroom furniture and atmosphere	1.37	2.33	1.58	0.86	5 th
5	Absence of Multi-media (Power point lectures)	1.40	2.07	1.55	1.00	6 th
6	The ways examinations are conducted	2.70	3.55	2.88	1.17	3 rd

Source: Authors' Field Work

The ranking of key management education quality dimensions revealed that evaluators were fairly and positively satisfied with the quality of lecturers and curriculum content. Result further showed that students in both public and private universities rated quality of lecturers most positively than any other factor. In a similar manner, absence of

multimedia was considered as a major limitation in effective delivery of management education services in Nigerian universities. Generally, the mean perceptions of all the major components showed that private management education service consumers were more satisfied.

Table 4: Comparative Analysis of Mean Perceptions Among Students from Different Disciplines in the Faculty of Management

Course of Study	Accounting	Banking/ Finance	Business Administration	F- value	Sig Level	Decision
Mean perception	3.00	2.95	3.08	0.490	0.613	Not Significant

Source: Authors' Field Work

The results contained in Table 4 indicate that students' course of study has no implication for their evaluation of management education quality.

An F-value of 0.490 from ANOVA test with a corresponding p-value of 0.613 greater than 0.05 are clear evidences.

Table 5 T-Test for Equality of Mean Perceptions on the Basis of Sex

Sex	N	Mean	Standard Deviation	T-value	d.f	Sig 2 tailed	Decision
Male	129	2.94	.778	-1.522	252	.129	Not Significant
Female	125	3.10	.875	-1.520	246.62	.130	Not Significant

Source: Authors' Field Work

Similarly, a t-value of -1.522 or -1.520 and a corresponding p-value of 0.129 or 0.130 respectively also indicate that sex variable is not

relevant in the perception of management education among the students (Table 5 refers).

Table 6 T-Test for Equality of Mean Perceptions on the Basis of University Ownership

University Ownership	N	Mean	Standard Deviation	t-value	d.f	Sig 2 tailed	Decision
Public	197	2.84	.763	-6.791	250	.000	Significant
Private	55	3.64	.778	-6.714	85.165	.000	Significant

Source: Authors' Field Work

A t-value of -6.791 and p-value of 0.000 revealed that a significant difference exist between the public and private universities in terms of management education quality offered. Results suggested that students in private universities with

a mean perception value (3.64) were more satisfied with the quality of management education they received (See Table 6) than their counterparts in public universities with a mean evaluation of 2.84.

Table 7: Age Influences on Perception of Management Education Quality

ANOVA	Coefficients	t Stat	p-value	F-value	Sig Level	R Square	Decision
Intercept	3.54	7.33	3.14E-12	1.18	0.28	0.005	Significant
Age	-0.02	-1.08	0.28				

Source: Authors' Field Work

The simple regression results relating to age influences on consumer perception of management education in Nigerian universities proved that students' age was not relevant in the perceptive evaluation of management education quality in the Nigerian universities. The f-value of 1.28 and p-value of 0.28 with an R value of 0.005 showed that age only made an approximate contribution of 1 per cent which is rather negligible and insignificant.

Discussion of Results

The just 'fair' level of satisfaction with management education services in Nigerian universities is not unexpected, given the general outcry of stakeholders and well meaning observers about the poor level of infrastructures, incessant and protracted strikes, the dwindling quality of graduates and poor ranking of Nigerian universities regionally and globally.

The students' rating of management education quality in the present study appears to be reminiscent of Ochia's (2012) finding on public perception of the general level of education in Nigeria.

The poor rating of infrastructure in this study is not unrelated to Okocha's (2008) observation about the poor level of financial investment committed towards educational development which the NUC chairman, Prof. Julius Okojie earlier noted as a major hindrance to effective education development in Nigeria. The best rated management education parameter used in

measuring management education in the present study was on the quality of lecturers. The respondents in our research acknowledged that the lecturers are relatively qualified.

On the issue of demographic influences on students' perception of the quality of management education offered by Nigerian universities, only university ownership factor was found to be significantly relevant. The outcome is not far from what is expected as some researches involving comparison of services provision in public and private parastatals have shown that consumers of private sector services tend to be more satisfied. Our result on this issue tend to support Olokotun's (2013) observation about private institutions when he remarked: "Today, it is perhaps only in some of our private institutions that lecturers and teachers are required to submit elaborate course ware replete with week by week iteration of lecture topics, recommended textbooks, sample tutorial questions to guide the students".

Our finding also is akin to that of Figlio and Stone (1997) who found that students from private schools perform better than their counterparts in public schools. Similarly the present study finding on differences in performance between the private and public universities could be inferred from the case of US. In US, it was observed that of the 45 US public universities in the global top 400, 32 ranked lower in 2007, while 11 US private institutions made the top 20, the highest ranked US

public university (the University of Michigan) did not appear until 22nd position (Bridgestock, 2013). Our study also confirms Lubienski and Lubienski (2005) submission that private schools perform better than public schools. Though, not at the same level, our study appears to be at variance with Igbinedion and Epumepu's (2011) finding which shows that the percentage performance trend of both the male and female students in business studies in Junior Secondary School Certificate Examination (JSSCE) in Ovia South West LGA of Edo State of public schools between 2008-2011 to be higher than those of private.

For gender influence, no significant difference was recorded between the male and the female with respect to their level of satisfaction with management education. The non relevance of age factor in explaining consumer satisfaction may be linked to the fact that all the students questioned fall under the same age bracket if grouped.

Consumers of the Nigerian management education services appear to be moderately motivated towards recommending their course of study (discipline) to potential applicants because of the perceived quality of the programme. Another area of major concern is the inferiority complex that the management education graduates are meant to bear when compared to their counterparts who studied in foreign universities. This could be inferred from their preference for management education in foreign universities and their perceived low ability to compete in post graduate international examinations. Results obtained in this area tend to support Nworah's (2007) work on the reason why multitudes of Nigerians troop to UK embassy in quest of quality education. In a similar manner, Olukotun (2013) observed that there is increasing educational tourism by Nigerians wishing to escape the bedlam at home.

Of the various management skills, the students self evaluation results showed the dearth need for improvement in the area of computer skills. The result obtained in this area confirms Chiedu's (2013) observation on how some Nigerian university graduates failed interview because they could not appreciably and skillfully operate

computers. With the recent upsurge and growth in ICT, Nigerian cannot afford to fold its hands. Notwithstanding the moderately positive result obtained in the area of lecturer's qualification and their ability and skills to deliver quality services in this study, evidence in the literature show that 57% of the university teaching staff are not Ph.D holders.

The score obtained on the adequacy of curriculum content though moderate and fair, appears to represent our educational curriculum as not comprehensive as evaluators (students) in this present research felt that industrial attachment would be helpful in enhancing their practical skills more especially in the area of entrepreneurial development.

Our results on the subject of entrepreneurial skills and practical seem not to be very good, reflecting a fair, slightly above average performance. These results tend to support Ifedili and Ofoegbu (2011) assertion that the style of teaching entrepreneurship in Nigerian tertiary institutions as too theoretically oriented, lacking the needed practical experiences. In the advice of Towobola and Raimu (2011), entrepreneurial education should involve pragmatic and meaningful interaction between the learners and the instructor. The observed results on the classroom facilities and ambience seem to corroborate Okebukola's (2000) observation.

Recommendations

The evidence produce by data analysis calls for a purposeful re-engineering in management education in the Nigerian university system. Educational reforms in the areas of planning, curriculum innovation and teacher education among others management mechanism can revamp the education industry and help to achieve a sustainable school quality.

In the light of the inadequacy of computer practical training given to the students, we support Chiedu's (2013) submission that management educational curricula should be more than imputing skill of reading and writing, to include entrepreneurial ability and real world analytical problem solving skills.

Going by Nworah's (2007) observation, Nigeria, like UK can benefit immensely from marketing its education brand globally just as UK did through www.uk.universities.ac.uk, the British council, the Department for International Development (DFID). But the first step in turning the educational system around is through adequate funding and provision of facilities and infrastructures. Government's incorporation of private participation in education should be applauded as our finding showed that the quality of management education in the private university exceeds that of the public.

Quality control and quality assurance measures are needed to successfully reposition the Nigerian management education system for sustainable development and growth. Quality assurance in terms of improvement in classroom facilities and ambience, provision of multi-media, library books, internets and others facilities, development of quality seminar and research works, report writing and presentation skills should be enhanced. In the opinion of Olukotun (2013), quality education is a function of quality instruction undertaken by capable and motivated teachers in a pleasant learning environment. In other words, lecturers should be adequately trained and motivated for top performance. Additionally, for quality assurance to be more effective, people of integrity should be continuously drafted into the National Universities Commissions (NUC).

Aligning with Prof Okojie, the NUC chairman, it is therefore instructive that all stakeholders, including the state governments and the private sector demonstrate sustained commitment to the funding of education. The incidence of strikes should be minimized or possibly eliminated to ensure stability in the university education calendar.

Conclusion

This study sought to determine consumers' perception of the quality of Nigerian management education in Nigerian universities. Additionally, it also aimed ascertaining if significant variations exist in the opinions of the students in the various disciplines in the management studies as well as between students in public and private universities.

Relevant literature was reviewed and data collected by means of a self-developed questionnaire from 285 respondents comprising of 400 level management education students in public and private universities in Benin City, Edo State, Nigeria. Analysis of the data using SPSS statistical technique found that students' general evaluation of quality of management education in Nigerian universities to be fair. The students' age, sex and course of study were not relevant in explaining their perception of management education quality. However, a significant difference was observed between the public and private universities in terms of management education quality. Students in the private university reported a higher level of overall satisfaction with the education service they have received. These findings have implications for the education policy makers in focusing their efforts in improving performance generally and specifically on low scoring domains like classroom ambience and facilities. Performance of management education system in Nigeria could be improved upon by emphasis on infrastructural development, enhancing practical skills through industrial attachment.

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