

FACILITY RESOURCE APPROACHES AND IMPLEMENTATION OF BUSINESS EDUCATION PROGRAMME IN PUBLIC UNIVERSITIES IN SOUTH-SOUTH, NIGERIA.

Ile, Chinedu Victor (Ph.D)

**Department of Business Education, Faculty of Education
Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt, Nigeria.**

ABSTRACT

The study investigated the relationship between financial resource approaches and implementation of business education programme in public universities in South-South, Nigeria. The study adopted the correlational research design. The population for the study comprised 170 Business Education lecturers from the eleven public universities in South-South, Nigeria. A sample of 170 lecturers served as the study participants, the respondents were selected through the census method. Question was the major instrument for data collection. Research questions were answered, and the null hypotheses were tested using Pearson Product Moment Correlation (PPMC) at 0.05 level of significance. The data analyses were carried out using the Statistical Package for Social Sciences (SPSS) version 22. The finding revealed that facilities resource approaches have a positive relationship with implementation of business education programme in public universities in South-South, Nigeria. The study concluded that there is relationship between financial resource management approaches and the implementation of business education programs in public universities in South-South Nigeria underscores the critical role that effective resource allocation and utilization play in achieving educational objectives. The study recommended that Universities should prioritize the recruitment and retention of qualified academic and administrative staff for business education programs implementation.

Keywords: Financial Resource Approach, Business Education Implementation

INTRODUCTION

Information resource approaches focus on the systematic handling of information assets to support organizational goals and decision making. Information resource means different things to different people. For some, it means equipment, gadgets, tools, instruments and products that are used to pass information. For others, it is a process or a mix of process and product. Agarwal (2011) described information resource as an information agent or transporter concerning either or both conventional/outmoded source (majorly print source) and electronic source. The Advanced Learner's Dictionary of Current English defined information resource as collection of valuable information generated by human activities. From the above it can be deduced as a technological means of passing information in an organization to enhance productivity or for the realization of organizational goals and objectives.

Intellectual resource approaches focus on managing the intangible assets of an organization such as knowledge, creativity and intellectual properties to maximize innovation and competitive advantage.

Availability of resources and its proper utilization is the essence of the existence of schools without which there cannot be development. Resources are therefore the most essential instruments for educational advancement. Resources properly managed help to motivate students towards good academic performance and enables lecturers implement school programme with ease. More so, proper management of school resources helps to achieve results through their utilization. In public universities and colleges of education, the responsibility of making appropriate resources available rests on the government, while the effective use of the resources for effective delivery of programme objective rests with the school manager or the administrator.

However, among the multifarious problems confronting the universities today are the imbalances evident in acute shortage of school facilities, inadequate supply of teaching and non-teaching staff, overcrowded classrooms, poor maintenance culture, poor supervision, poor learning environment, incompetent leaders and low morale among teachers due to incongruence in basic conditions of salaries. There are also the problems of low quality of teachers, poor attitude to work, inaccurate statistical data, and update of educational curriculum without a commensurate resource allocation, inadequate supervision of instruction, divided loyalty among staff, retention of unqualified staff, inadequate planning and incessant wage strikes. Other problems include lecturers' relationship with subordinate staff, conflicts among lecturers, time wastage, misappropriation of funds, and government poor financial allocation to education which inhibits proper maintenance of human and non-human resources in the schools (John, 2016). These are major indicators that school resources are not properly managed. Corroborating these lapses, this study tends to investigate the relationship between resources management approaches and implementation of business education Programme in universities and to the best of my knowledge, no work of this kind has been done in South-South, Nigeria in universities that offers Business Education.

Hypothesis

The hypothesis will be formulated and tested at 0.05 level of significance to guide this study.

Ho₁: There is no significant relationship between facilities resource approaches and implementation of business education programme in public universities in South-South, Nigeria.

Financial Resources and Implementation of Business Education Programme

Financial resources constitute the important aspect of resources in education that cannot be ignored. This is because the provision of adequate and appropriate learning experiences, which generate effective or meaningful learning outcomes, requires adequate funding of the institutions of learning. Asema (2010) defined financial management in school as implying how finances are raised in school, the identification of sources of school finance, method employed in its collection and how collected revenues are effectively applied to the school system to achieve the stated goals and objectives of the school. Therefore, effective fiscal accountability entails a comprehensive summary of income and expenditure meant for the utilization of educational goals and objective of any nation. Olowoye et al., (2005) emphasized that fund is a crucial prerequisite which enables an organization to maintain itself effectively and meet its commitment to individuals and groups who consume its output of goods and services. He further stated that absolutely nothing can be done in the whole world without the availability of adequate funds. Funds are financial resources which are the monetary input available for and expected on the education system. Financial management covers such areas as the procurement of funds, their allocation, monitoring their use in the interest of accountability and producing financial reports for the relevant stakeholders. Effective financial management ensures that:

1. all financial regulations and procedures are complied with
2. all financial transactions are recorded accurately
3. adequate controls are in place to ensure that expenditures do not exceed income/
4. only authorized expenditures are incurred.

Financial management is therefore an integral part of the responsibility as an education manager because, without good financial management practices, schools would find it difficult to achieve their goals.

The ultimate accountability for the effective management of school finances lies with the office of the manager. As an education manager, he/she should:

1. allocate funds to various activities in accordance with the budget;
2. authorize the disbursement of school funds;
3. administer school funds both lawfully and morally;

4. determine a school budget in consultation with other stakeholders such as heads of department, senior teachers and the Board of Governors
5. ensure that the school has the funds it needs and that those funds are used effectively and efficiently.

Financial management is the managerial activities which deals with planning, controlling, organizing the financial resource of an organization; that is, the management of the finances of a business in order to achieve the financial objectives of the business (Donnell & Keontz, 2004). More so Onye (2006) opined that financial management may be defined as the process involved in ensuring that financial resources are obtained and used both profitably and effectively, that is, in the accomplishment of the objectives of the organization. It is a managerial activity which is concerned with the planning and controlling of an organization's financial resources (Anene, 2001). Funding education in Nigeria has been a major challenge to the education sector. Popoola, et al., (2019) have argued that the ability to allocate enough funds for education programme in Nigeria remains the greatest challenge the education sector faces as it is assumed that allocation below United Nations Educational, Scientific and Cultural Organization (UNESCO) recommended threshold certainly will affect human resources management just as infrastructure, teaching materials and amenities will also be affected if there is inadequate fund in the education system. For a country with a large population such as Nigeria and a failing economy, the challenge of financing public education is enormous (Omwami & Keller 2010).

Review of Empirical Studies

This section reviewed related empirical studies.

Moses and Igwe (2021) carried out a study on Human resource planning for quality education delivery in secondary schools in Rivers state. The study assessed Human resource planning for quality education delivery in secondary schools in Rivers state. Two research questions and two hypotheses guided the study. All principal from the 286 public secondary schools in Rivers state constituted the population and the sample size of 150 principals which represents 52% of the population were randomly selected for the study and they constituted the study respondents. An instrument titled Human resource planning for quality education delivery questionnaire (HRPQEDQ) was used for data collection and its reliability coefficient was computed at 0.96. Mean and standard deviation was used to answer the research questions while z-test statistic was used to test the hypotheses. Findings of the study revealed that principals agreed that inadequate funding is a challenge of Human resource planning. The study also revealed that Human resource planning and implementing of programme can help solve the problems of Human resource planning in secondary schools in Rivers state. Some recommendations made were that the government should continually fund the education sector, provide a mechanism to check the school administrators on the management of fund and the administrators should device a means that will help them in managing the funds made available to schools.

The reviewed study is related to the present study with regards to how human resource planning for quality education delivery affects resource management approaches and the use of questionnaire for data collection. However the two studies differ as regards to the area of study; the reviewed study was conducted in secondary schools in Rivers State while the present was carried out in universities in South-South, Nigeria.

Implementation of Business Education Programme

Implementation of business education Programme is important and has a significant role in students' academic performance and leads to achievement of Programme objective, prepares the students for self-employment and plays a vital role in preparing the graduates for employability in the labour market. These are the reasons why resource management cannot be over emphasized as such it is expedient that the institutional resources are adequately managed and effectively

utilized for delivery of business education programme. Implementation of a Business Education Programme should be done in a way that is both practical and engaging, incorporating real-life examples and case studies to enhance the learning experience (Hornby, 2015). This approach not only helps students retain information better but also prepares them for the challenges they may face in their future careers.

Hence resource management approaches should be given so much attention as it is adequately needed for implementation of a Business Education Programme and also provides Business Education students with the necessary skills and knowledge to succeed in a rapidly changing world. This will not only, improve the quality of education, but also enhance the learning experience and prepare students for future careers. However, the management of resources such as human, financial and information resources gives birth to delivery of business education programme which yields to achievement of Programme objective, preparation of employable graduates and preparation of self-employable youth.

Indicators for Implementation of Business Education Programme

The following are indicators implementation of business education programme.

- 1. Adequate Provision of Facilities:** Facilities can be defined as usable and consumable things needed to achieve educational goals. These facilities include different forms of laboratory equipment, books, libraries, geography rooms, home economics laboratory, arts room and others (Olaleye, 2014).
- 2. Adequate Provision of Financial Resources:** Financial resources according to Ukeje (2006) means purchasing power, in the form of cash or credit. The backbone of any institution is finance and the school head is the manager of this finance. Adequate provision of financial resources will bring about effective and efficient administration of an organization so as to achieve its stated goals and objectives.
- 3. Provision of Updated Curriculum:** According to Chukwurah (2010), a business education curriculum should be data-based, dynamic, and explicit in its outcome, fully articulated, realistic, student-oriented, evaluation conscious and future-oriented.
- 4. Adequate Supervision and Inspection:** Supervision is a process of directing and monitoring the activities of the members of the school communities, the adequacy and functioning of facilities and programme of the school.
- 5. Payment of salaries:** When teachers are paid what befits them and paid on time, their affection for the job will increase and so also will their productivity because then they will be sure when the next salary would be paid.
- 6. Timely Promotions:** Promotion should also be done regularly and as when due.
- 7. Adequate Provision of Human Resources:** This simply implies that when staff in the education systems are adequately recruited, selected and supervised, inducted and adequately rewarded, and provided for, properly developed, appraised and promoted on the job, they will be committed to the job, remain dedicated and productive in the education systems. Griffin (2007), defined human resource management as the set of organizational activities directed at attracting, developing and maintaining an effective workforce.
- 8. Adequate Communication Process:** Communication has to do with the transfer of ideas or knowledge in ways that assists the recipient in understanding, reacting to and acting upon the information received (Osasona, 2000). Adequate communication is essential for growth to be achieved in the school because it is only when instructions are clearly stated that it can be clearly understood which implies that communication has taken place.
- 9. Involvement of Staff in Decision Making:** Enoh et al., (2004) viewed decision making as an action that is taken to proffer solution to a problem by deleting those solutions that

are different from the original one. The teacher cannot actually perform well if he is not involved in taking decisions in the areas that concerns him hence involvement brings about results.

- 10. Involvement in Teamwork:** Teamwork is a good tool in the hands of a quality minded and a proactive principal which will go a long way in improving the quality of administration of any school. Teamwork boosts morale and at the same time, increases motivation for the workforce and subsequently quality and productivity.
- 11. Organization of School Activities:** Leithwood *et al.*, (2008) posited that despite the fact that teachers are the ones that influences students' performance, they are also needed to set the tone of the learning environment and patterning an effective teaching practice.
- 12. Proper use of leadership Styles:** The management style of the principal leads to retention of the teacher hence the principal has to be proactive in making sure that any strategy to be adopted should be the type that will give satisfaction to those involved so as to improve their productivity and these strategies should be fully implemented.
- 13. School Community Relationship:** Nnabuo and Emenalo (2002) disclosed that the term school-community relation is a genuine co-operation in planning and working for the benefit of the school with the public giving as much as receiving ideas and resources.
- 14. Health and Safety Practices:** According to Skybrary (2015) safety management is the special activity that takes place to guide managers in discharging their responsibilities for a better operational system designs through assumptions of system's deficiencies before error occurs or the identification and conclusions of system's deficiency by professional analysis of safety occurrences.
- 15. Proper Utilization of Available Funds:** According to Ekundayo (2010) the success of any secondary school is based on the resources made available to it. Money is very essential in this regard because it is needed to acquire all the vital elements needed in the school such as school building, purchase of equipment, payment of teachers' salaries and allowances, running expenses and so on. With this, teachers' performance will be improved upon.
- 16. Involvement in students' discipline:** discipline is a strategy employed by teacher which produces in students' self-restraint, orderliness, good conduct, cooperation and the habit of getting the best out of themselves.

Research Design

The study adopted the correlational research design.

Population of the Study

The population for the study comprised 170 Business Education lecturers from the eleven public universities in South-South, Nigeria.

Sample and Sampling Technique

A sample of 170 lecturers served as the study participants, the respondents were selected through the census method. This means that all the population was used for the study. The census method was used because the population was manageable.

Instrument for Data Collection

Question was the major instrument for data collection

Method of Data Analysis

Research questions were answered and the null hypotheses were tested using Pearson Product Moment Correlation (PPMC) at 0.05 level of significance. The data analyses were carried out using the Statistical Package for Social Sciences (SPSS) version 22. The decision rule for the study was any p-value less than 0.05 was taken as significant, while any greater than 0.05 was taken as not significant. The correlation values were used to determine the degree of correlation.

Research Question one: What is the relationship between facilities resource approaches and implementation of business education programme in public universities in South-South, Nigeria?

H01: There is no significant relationship between facilities resource approaches and implementation of business education programme in public universities in South-South, Nigeria.

Summary of PPMC on the relationship between facilities resource approaches and implementation of business education programme in public universities in South-South, Nigeria

		Facilities Resource	Implementation of business education programme
Facilities Resource	Pearson Correlation	1	.839**
	Sig. (2-tailed)		.000
	N	154	154
Implementation of business education programme	Pearson Correlation	.839**	1
	Sig. (2-tailed)	.000	
	N	154	154

****. Correlation is significant at the 0.01 level (2-tailed).**

Table above shows that the relationship between facilities resource approaches and implementation of business education programme in public universities in South-South, Nigeria is 0.839 while the R-square value is 0.703. This indicate that facilities resource approaches account for about 70.3% relationship with implementation of business education programme in public universities in South-South, Nigeria. The sig value indicates that facilities resource approaches have a positive relationship with implementation of business education programme in public universities in South-South, Nigeria (0.000). Meaning that an increase in facilities resource approach will also lead to an increase in implementation of business education programme in public universities in South-South, Nigeria. Hence, the null hypothesis three is rejected at 0.05 level of significance.

Financial resource approach and implementation of business education programme in public universities in South-South, Nigeria

The result provided by the research question four and hypothesis four, shows the relationship between financial resource approach and implementation of business education programme in public universities in South-South, Nigeria. The result showed that financial resource approach has a positive relationship with implementation of business education programme in public universities in South-South, Nigeria. An increase in financial resource approach will also lead to an increase in the implementation of business education programme in public universities in South-South, Nigeria. The study consolidated the previous research done by Okon and Ekpenyong, (2022) investigated the critical relationship between financial resource allocation and business education programme implementation in public universities across South-South Nigeria. The findings revealed significant challenges in business education programme implementation, primarily stemming from inadequate financial resource allocation. In the context of South-South Nigeria, public universities face

significant financial constraints that directly influence educational programme development. The financial resource approach encompasses multiple dimensions, including government funding, internal resource generation, strategic budgeting, and allocation mechanisms. These factors critically determine the capacity of universities to design, implement, and sustain robust business education programmes.

CONCLUSION

The study investigated the relationship between financial resource approaches and implementation of business education programme in public universities in South-South, Nigeria. The relationship between financial resource management approaches and the implementation of business education programs in public universities in South-South Nigeria underscores the critical role that effective resource allocation and utilization play in achieving educational objectives.

RECOMMENDATION

1. **Based on findings from this study, the following recommendations were made:** The business education curriculum should be regularly reviewed and updated to reflect current industry demands and global trends. Universities should collaborate with industry stakeholders to incorporate practical skills, entrepreneurship, and technological competencies into the curriculum.
2. Universities should invest in state-of-the-art technology, including software, hardware, and online learning platforms, to support the delivery of business education.
3. Efforts should be made to create an enabling and conducive learning environment. This includes ensuring adequate lighting, ventilation, and ergonomically designed learning spaces, as well as addressing environmental challenges such as noise pollution.

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