

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

**Ile, Chinedu Victor (PhD) & Ile Newman**  
**Department of Business Education, Faculty of Education**  
**Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt, Nigeria.**

### **ABSTRACT**

*The study investigated the relationship between Time 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 time 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 time 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: Time Resource Approach, Business Education Implementation**

### **INTRODUCTION**

Time as a resource is very important as it is a valuable and irreversible abstract resource available for human progression (Akinfolarin, 2017). The author further stated that whatever achievement and biological growth man may achieve, it must be with time. To Nakpodia (2010), time is the most perishable resource which is considered a key resource in the education sector due to the fact that all academic activities are carried out within a particular time frame which can be measured in seconds, minutes, hours, days, months even years. Therefore, time management is the set of principles, practices, skills, tools, and systems that work together towards getting more value out of time with the aim of ensuring that business education programmes are implemented. Facilities in the university is another resource that is required for the implementation of business education programme, hence educational buildings and facilities represents school plants. School plants planning can be defined as the process in which suitable sites are selected for instructional space, administrative space, circulation space and spaces of convenience which are designed to facilitate the teaching and learning process in the school system. School facilities in most Nigerian institutions today are mainly suitable to reinforce rote teaching method and further hinder the students' capacity for independent and creative thinking. School plant includes all physical facilities and equipment within the school which are used by members of the school and the community (Abraham, 2013).

Financial resources is necessary for the implementation of business education programme in public universities in South-South, Nigeria. Financial resources, though ever inadequate, are needed for effective delivery of Business Education programme in universities. Financial resources may be required for purchase of materials, payment of salaries, services, procurement and maintenance of equipment. In specific terms, financial resources may be needed for purchase of

books, typewriters, computers, scanners, photocopiers, stapling machines, perforators, tape recorders, punching machines, stop watches and so on for delivery of business education programme in universities, thus may facilitate delivery of business education programme in universities. For instance, from the researcher's observation and experience, there are indications that some of these facilities are inadequate and unavailable for delivery of business education programme in universities in South-South, Nigeria. Giving credence to this, Joseph and Phillias in Okolocha and Ordu (2018) reported that there is low level of provision of physical facilities for effective delivery of Business Education Programme in universities. This has been attributed partly to inadequate financial resources (Nwadiani & Ugolo, 2017).

Curriculum resource is also necessary for the implementation of business education programmes, this is because curriculum development is a systematic and intentional process that aims to improve the quality and effectiveness of students' learning experience. It encompasses the creation and arrangement of educational tasks aimed at achieving certain learning objectives. Curriculum development refers to the systematic process by which an educational institution or teacher plans and formulates a comprehensive plan for a certain course or programme. This will go a long way in enhancing the implementation of business education programmes.

More so, technological resource can be seen as a process or a mix of process and product, the Advanced Learner's Dictionary defined technological resource as the application of knowledge to facilitate the obtaining and transformation of natural materials. Galbraith in Ezekoka (2019) defined technology as the systematic application of scientific or other organized knowledge to practical tasks. Its most important consequence is in forcing the division and subdivision of any such task into its component parts. Thus, and only thus can organized knowledge be brought to bear on performance.

Hypothesis

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

**Ho<sub>1</sub>:** There is no significant relationship between time resource approaches and implementation of business education programme in public universities in South-South, Nigeria.

### **Time Resource Approach and Implementation of Business Education Programme**

Time is one of the relevant skills needed by a business education graduate. Time is the second, minute, hour, period, expected to complete a particular task in every organization. Employees in an organization are expected to utilize the time optimally to avoid wastage. Time management is a set of principles, practice, skills, tools and systems that help one to use his time to accomplish what he wants (Sassans, 2018). Time management according to Grimm (2011) involves planning and using the hours and minutes of a workday in the most effective and efficient manner possible to accomplish all tasks assigned.

Peretomode and Peretomode (2008) posited that time management is a set of related common-sense practical skills that help you to use your time in the most effective and productive way possible. Peretomode and Peretomode (2008) identified some ways of effective time management which includes: to determine the things to be done that are important, and which can be dropped, use your time, in the most effective way possible, increase the time in which you can work, control the distractions that waste your time and break your flow, maintain a balance between your work, personal and family lives. Increase your effectiveness and reduce stress, gain greater control of your time, life and of your stress and energy levels. An individual can reduce stress by being more in control of what he/she do, being productive, and consequently secure in your job, enjoying what you do, giving yourself more quality time to relax and enjoying life outside work.

Peretomode and Peretomode (2008) identified further tips for effective time management which includes: Keeping track of how one use his/her time, planning your time, self-organization, get the most out of meetings; use waiting time effectively, good use of travelling time, improve your reading techniques; set deadlines for using time, avoid negative procrastination creating more

time for yourself through delegating work and getting up early; avoid distractions, possible assistants should be encouraged, visitors can waste a lot of time; let people know not to distract you; rearrange your office furniture where necessary; avoid unnecessary phone calls; improve your phone skills; tackle tough jobs first, divide all tasks into categories; avoid the clustered-desk syndrome; develop the habit of finishing what you start; resist your impulses to do unscheduled tasks; don't waste time regretting failures or things you didn't accomplish and so on.

Time management resource approaches includes time blocking, time prioritization, resource optimization, work life balance, time tracking, time allocation, time management techniques, resource planning and so on. These approaches if properly managed will bring about the implementation of business education programmes in public universities in Rivers state.

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### **Efficiency Theory by Hartley (1993)**

The second theory for the study is the efficiency theory propounded by Hartley (1993). The theory postulated that the general efficiency of a school rests on transforming inputs at minimum costs into maximum profits. Here it is important to note that the achievement of the school using little resources to achieve so much will go a long way to speak about the school administrators' capacity to manage resources and also see him as a manager with good management skill. The

achievement of the school manager does not depend on the huge amount of money at his disposal, but his ability to make meaningful utilization of the available money at his disposal. For the purpose of this study, these theories are of uttermost importance because they lay emphasis on the harnessing of adequate relevant resources to meet staff development needs at minimal cost. Also these theories can be of tremendous value to understanding the organizational behaviour with regard to harnessing of human and material resources to meet the challenges of 21<sup>st</sup> century university education.

**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 time resource approaches and implementation of business education programme in public universities in South-South, Nigeria?

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

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

		Time Resource	Implementation of business education programme
<b>Time Resource</b>	Pearson Correlation	1	.898**
	Sig. (2-tailed)		.000
	N	154	154
<b>Implementation of business education programme</b>	Pearson Correlation	.898**	1
	Sig. (2-tailed)	.000	
	N	154	154

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

Table shows that the relationship between time resource approaches and implementation of business education programme in public universities in South-South, Nigeria is 0.898 while the R-square value is 0.806. This indicate that time resource approaches account for about 80.6% relationship with implementation of business education programme in public universities in South-

South, Nigeria. The sig value indicates that time 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 time 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 two is rejected at 0.05 level of significance.

### **Time resource approach and implementation of business education programme in public universities in South-South, Nigeria**

The result provided by the research question two and hypothesis two, shows the relationship between time resource approach and implementation of business education programme in public universities in South-South, Nigeria. The result showed that time resource approach has a positive relationship with implementation of business education programme in public universities in South-South, Nigeria. An increase in time 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 Awari (2020) carried out a study on Managing Educational Resources and Students Academic Performance in Public Senior Secondary Schools in Rivers East Senatorial District Rivers State. Findings from the study revealed that public universities, particularly in regions like South-South Nigeria, encounter challenges such as insufficient time allocation, poor planning, and inadequate adherence to academic calendars hinder the effective implementation of educational programs. These challenges often result in reduced student engagement, difficulty in achieving program goals, and a mismatch between graduate competencies and labor market demands.

### **CONCLUSION**

The dynamic relationship between resource management and program implementation calls for innovative and strategic approaches to overcome challenges unique to South-South Nigeria, such as funding constraints, infrastructural deficits, and socio-economic disparities. Collaborative efforts between university administrators, government agencies, and industry stakeholders are crucial to optimize resource use and bridge gaps in program delivery. By adopting participatory resource management strategies, emphasizing accountability, and leveraging technology, public universities can better implement business education programs that are responsive to the region's needs and aspirations, ultimately contributing to national development.

### **RECOMMENDATION**

**Based on findings from this study, the following recommendations were made:**

1. Universities should invest in state-of-the-art technology, including software, hardware, and online learning platforms, to support the delivery of business education.
2. 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.
3. Universities should strengthen collaboration with industries, professional bodies, and government agencies to provide internships, mentorship, and funding opportunities for students and programs.
4. Libraries and digital repositories should be equipped with current and relevant academic materials, journals, and databases to support research and teaching.
5. Universities should create platforms for knowledge sharing and intellectual engagement, such as seminars, conferences, and research publications.

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