

**FINANCIAL DISCIPLINE OF SCHOOL HEADS AND DELIVERY OF BUSINESS EDUCATION PROGRAMMES IN TERTIARY INSTITUTIONS IN RIVERS STATE**

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**ABSTRACT**

The study examined the relationship between financial discipline of school heads and delivery of business education programme in Tertiary Institutions in Rivers State. The objectives of the study were to examine the relationship between dimensions of financial discipline of school heads (expenditure control, budget management and accountability) and measures of delivery of business education programme in terms of instructional delivery, students' engagement and preparation of self-employable youths in Tertiary Institutions in Rivers State. The study was anchored on Portfolio Theory as its theoretical foundation. The study adopted correlational research design. The population of the study consisted of one hundred and four (104) business educators of the four tertiary institutions offering business education operating in Rivers State. The above information was extracted from the Heads, Departments of Business Education of the Institutions. The sample size of the study was one hundred and four (104) respondents of four tertiary institutions operating in Rivers State. The above sample size was obtained using the census sampling technique which involves using the entire population. The census method was adopted since the population is not large. Structured questionnaire was used as the main instrument for the collection of primary data. To establish the validity of the instrument, copies of the questionnaire were submitted to the supervisor and two other experts in Measurement and Evaluation. Their comments were used to validate the final copy of the instrument that was administered. Thus, Cronbach Alpha was used to ascertain the reliability of the instrument. In line with the sample size, a total of one hundred and four (104) copies of the validated questionnaires were distributed to the targeted audience. The researcher was able to retrieve 93 copies representing 89% and was used for analysis. The Spearman Rank Order (Rho) with the aid of Statistical Package for Social Sciences (SPSS) Version 23.0 was used for the analysis. It was found that dimensions of financial discipline of school heads correlates with measures of business education programme delivery in Tertiary Institutions in Rivers State. It was concluded that effective financial management through expenditure control, budget management and accountability ensure that resources are utilized efficiently, directly impacting the quality of education and the overall learning environment. Consequently, the study recommends that school heads in tertiary institutions should utilize advanced financial management software such as expenses tracking application to monitor and report their spending in the process of providing study contents. This tool can provide real-time insights into spending patterns and help identify areas for cost savings.

***Keywords: Financial Discipline, Expenditure Control, Budget Management, Accountability, Business Education Programme Delivery, Instructional Delivery, Students' Engagement and Preparation of Self-Employable Youths.***

**Background to the Study**

As the global business environment becomes increasingly complex and competitive as a result of political, legal, environmental, human rights and cultural factors, the demand for well-educated, innovative, and adaptable business professionals has ever been higher. Tertiary institutions are tasked with the responsibility of providing comprehensive business education that not only impacts theoretical knowledge but also equips students with practical skills and entrepreneurial insight

(Olowu, 2019). Thus, delivery of business education programme refers to the design, development, and implementation of learning experiences that aim to provide individuals with knowledge and skills necessary for success in the business world. Although, challenges such as poor instructional methods, inadequate student engagement, and insufficient preparation for self-employment are prevalent. These issues hinder the ability of graduates to meet the dynamic demands of the business world (Nwankwo, & Obuah, 2021).

The effectiveness of instructional delivery in tertiary institutions is a cornerstone of academic success and student development. In tertiary institutions, the methods and quality of teaching significantly influence how well students grasp complex subjects, develop critical thinking skills, and prepare for their future careers (Onwuagboke & Singh, 2015). Despite its importance, instructional delivery in many tertiary institutions faces numerous challenges. Traditional lecture-based approaches, often characterized by one-way communication, dominate the educational environment. This mode of delivery can lead to passive learning, where students are mere recipients of information rather than active participants in the learning process. Furthermore, Student engagement in tertiary institutions is also a critical factor in the overall success of higher education. Engaged students are more likely to excel academically, develop essential life skills, and achieve personal and professional growth (May *et al.*, in Osborne, 2017).

They contribute to a vibrant academic community and are better prepared to meet the challenges of the modern workforce. However, many institutions continue to rely on traditional teaching methods that often fail to captivate students or encourage active participation. Large lecture halls, passive learning environments, and a lack of interactive/experiential learning opportunities can lead to disengagement and a superficial understanding of the material. In a rapidly changing global economy, where traditional job markets are evolving and the entrepreneurial environment is expanding, it is essential for higher education institutions to equip students with the skills and mindset needed for self-employment (Edward, 2021). This involves not only imparting knowledge of business concepts and practices but also fostering creativity, resilience, and a proactive approach to problem-solving. This includes offering specialized courses in entrepreneurship, providing access to mentorship and networking opportunities, and facilitating hands-on experiences through internships, workshops, and business incubators. These could be achievable in tertiary institution if school heads adequately discipline themselves financially.

Financial discipline among school heads in tertiary institutions is a pivotal aspect of effective educational management and institutional sustainability. The ability of administrators to prudently manage financial resources directly impacts the quality of education, infrastructure development, and overall institutional growth (Mc-Mahon, 2020; Suutari, 2022). As stewards of significant budgets, school heads must demonstrate accountability, transparency, and strategic foresight to ensure that funds are allocated efficiently and ethically. Thus expenditure control, budget management and accountability are used here as dimensions of financial discipline of school heads. Expenditure control in tertiary institutions is a critical component of effective financial management and sustainable educational operations.

As educational institutions manage large and often complex budgets, the ability to control and monitor expenditures ensures that resources are utilized efficiently, priorities are met, and financial stability is maintained. Effective expenditure control not only supports the institution's strategic goals but also enhances its ability to provide quality education, maintain infrastructure, and support research and development initiatives. Rathnayake, *et al.* (2021) averred that despite the importance of expenditure control, school heads must ensure they align with their institutional budget. It involves the meticulous planning, allocation, and monitoring of financial resources to ensure that the institution can achieve its strategic objectives, maintain quality education, and sustain growth and development. Effective budget management in tertiary institutions requires a comprehensive approach that integrates financial planning with academic and operational priorities. This entails the creation of a detailed budget that aligns with the institution's mission and goals, careful monitoring of expenditures, and regular adjustments to address any financial discrepancies or emerging needs

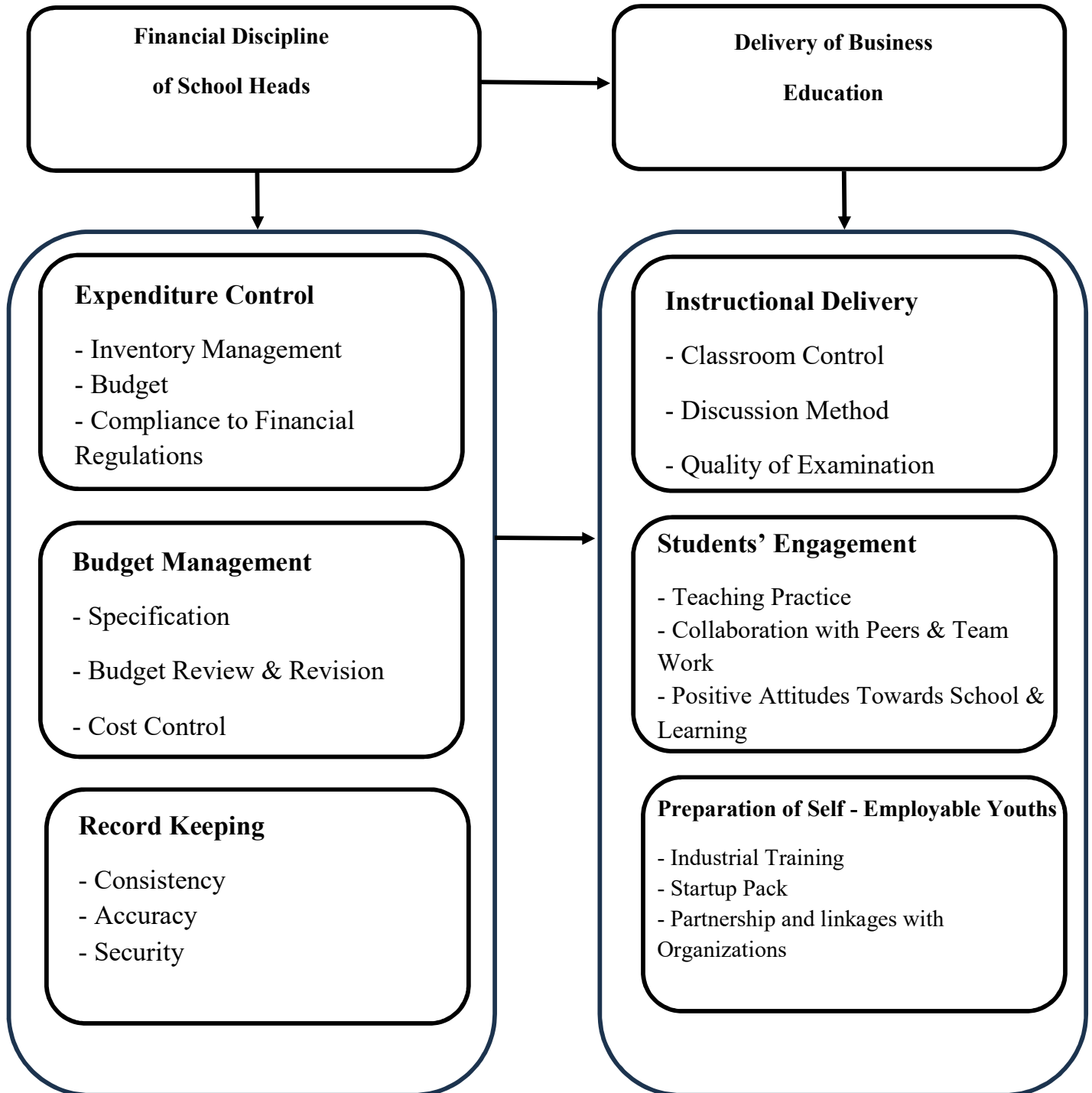
(Downar, *et al.*, 2021). Lastly, accountability as the last dimension of financial discipline of school heads refers to the obligation of school head to report on their performance, be responsible for their actions, and be subject to scrutiny by stakeholders, such as the public, government bodies, and regulatory agencies. It encourages active participation and feedback from stakeholders, fostering a sense of ownership and involvement in the institution's activities and decisions (Hangabei, *et al.*, 2020). This background necessitated this study.

### **Statement of the Problem**

The issue of ineffective business education delivery appears to be the concern of most tertiary institutions. This manifests in several critical areas which significantly impact both students and the broader economy. It seems that the many educators in business programs lack the necessary training and resources to deliver content effectively, leading to a disjointed and uninspiring educational experience (Nwosu *et al.*, 2021; Akuegwu *et al.*, 2017). The outdated teaching methods fail to engage students, who often find the material irrelevant to real-world business practices. The inadequate student engagement is also a significant problem. Traditional lecture-based approaches dominate the curriculum, leaving little room for interactive or experiential learning. This passive form of education discourages active participation and critical thinking, essential components for a robust business education.

Another pressing issue is the poor preparation of students for self-employment. In an era where entrepreneurship is increasingly valued, most tertiary institutions fall short in equipping students with the skills necessary to start and sustain their ventures. The curriculum often lacks practical training in entrepreneurship, business management, and innovation. This gap leaves graduates ill-prepared to navigate the complexities of self-employment and entrepreneurship, limiting their career prospects and economic contributions (Kadiri, 2010). It equally appears that these problems surfaced in tertiary institutions due to mismanagement of funds by school heads. However, this study seeks to find out the level of expenditure control, budget management and accountability as components of financial discipline adopted by school heads in tertiary institutions to enhance business education programme delivery. Although, there has been series of papers on financial discipline (Adul, 2011; Rathnayake, *et al.*, 2021; Breuer, 2021), but none of them addresses financial discipline of school heads and delivery of business education programme in tertiary institutions adopting the same dimensions and measures as presented in the conceptual framework overleaf.

**Conceptual Framework**



**Fig. 1: Conceptual Framework.**

Source: The Researcher's Conceptualization (2024); Ulinfin (2016); Rosenberg (2023).

### **Aim/Objectives of the Study**

The aim of the study was to examine the relationship between financial discipline of school heads and delivery of business education programme in Tertiary Institutions in Rivers State. Specifically, the study sought to:

1. ascertain the relationship between expenditure control and instructional delivery in Tertiary Institutions in Rivers State.
2. assess the relationship between budget management and students' engagement in Tertiary Institutions in Rivers State.
3. determine the relationship between record keeping and preparation of self-employable youths in Tertiary Institutions in Rivers State.

### **Research Questions**

This study was guided by the following research questions:

1. What is the relationship between expenditure control and instructional delivery in Tertiary Institutions in Rivers State?
2. What is the relationship between budget management and students' engagement in Tertiary Institutions in Rivers State?
3. What is the relationship between record keeping and preparation of self-employable youths in Tertiary Institutions in Rivers State?

### **Research Hypotheses**

In line with the objectives, the following null hypotheses were tested at 0.05 level of significance:

- Ho<sub>1</sub>: There is no significant relationship between expenditure control and instructional delivery in Tertiary Institutions in Rivers State.
- Ho<sub>2</sub>: There is no significant relationship between budget management and students' engagement in Tertiary Institutions in Rivers State.
- Ho<sub>3</sub>: There is no significant relationship between record keeping and preparation of self-employable youths in Tertiary Institutions in Rivers State.

### **Conceptual Review**

#### **Concept of Financial Discipline of School Heads**

Financial discipline remains vital for every individual in order that they can run their day-to-day activities or business well. Discipline in finance means the individuals (school heads) have to commit to the use of funds in very tight control (Brownbridge & Kirkpatrick, 2021). Beside, they also have to obey the rules established by them to use the fund based on their level importance. Thus, financial discipline refers to an approach which supports long-term strategic planning and goal setting by providing a clear understanding of the financial resources available and how they can be allocated to achieve the school's objectives.

It builds credibility and trust with donors and grant-making bodies, enhancing the school's ability to attract and secure additional funding (Coleman, 2017). Financial discipline provides accurate financial information that informs decision-making processes, leading to more effective management and prioritization of resources. It also play role to identify financial risks and implements measures to mitigate them, protecting the school from potential financial crises. By maintaining financial discipline, school heads can create a solid foundation for the school's growth, ensure sustainability, and achieve educational goals effectively (Mc-Mahon, 2020).

Financial discipline for school heads refers to the adherence to financial management principles and practices that ensure the efficient, effective, and ethical use of a school's financial resources. It involves a range of responsibilities and actions aimed at maintaining the financial health and stability of the school. Through financial discipline, school's financial resources are used effectively and efficiently, maximizing the value derived from every dollar spent. Helps in creating, following, and maintaining a budget, which is essential for preventing overspending and ensuring funds are

available for critical needs throughout the school year (Suutari, 2022). It also maintains the financial health and stability of the school, enabling it to withstand economic fluctuations and unexpected expenses. Financial discipline ensures compliance with legal and regulatory requirements, avoiding potential legal issues and penalties associated with financial mismanagement. Within the context of this study, expenditure control, budget management and accountability are used as dimensions of financial discipline of school heads in tertiary institutions in Rivers State.

### **Dimensions of Financial Discipline of School Heads**

#### **Expenditure Control**

Expenditure control refers to the systematic process of managing and regulating an organization's spending to ensure that it aligns with its budget, goals, and financial policies. It ensures that the organization does not spend more than it earns, maintaining financial health and avoiding deficits (Martínez-Ferrero, 2014). Expenditure control helps allocate resources to priority areas, ensuring that funds are used where they are most needed and can have the greatest impact. It equally ensures the long-term sustainability of the organization by maintaining a balanced and disciplined approach to spending. According to Rathnayake, *et al.* (2021), expenditure control involves a set of practices, procedures, and mechanisms aimed at preventing overspending, reducing waste, and ensuring that financial resources are used efficiently and effectively. Expenditure control provides management with reliable financial information, supporting informed decision-making and strategic planning. Effective expenditure control is essential for maintaining financial discipline, achieving organizational goals, and ensuring long-term sustainability and success.

#### **Budget Management**

Budget management in tertiary institutions, such as universities and colleges, is especially important due to the unique financial and operational challenges these institutions face. It refers to the process of planning, organizing, monitoring, and controlling an organization's financial resources to achieve specific goals within a defined period. It allocates resources to support research and innovation, fostering an environment of academic excellence and advancement. Breuer (2021) posited that budget management involves the development and oversight of a budget, which is a detailed financial plan that outlines expected revenues and expenditures.

It monitors and controls expenses, preventing overspending and ensuring that funds are used efficiently and effectively. Effective budget management in tertiary institutions is essential for achieving educational goals, maintaining financial health, and ensuring that the institution can continue to provide high-quality education and services to students and the broader community. Budget management builds trust and confidence among students, parents, faculty, staff, donors, and government agencies by demonstrating sound financial management and stewardship (Downar, *et al.*, 2021).

#### **Record Keeping**

In the world of finance, where precision and accountability reign supreme, the importance of record-keeping cannot be overstated. It's not just about complying with regulations; it's a strategic tool that can make or break financial success. In this article, we will delve into the significance of meticulous record-keeping, which not only ensures compliance but also acts as a valuable resource for future planning (Rosenberg, 2023). Compliance is the bedrock upon which the financial industry is built. Stringent regulations and legal requirements demand that financial professionals maintain detailed records of all financial transactions and interactions with clients. This includes everything from investment transactions and client communications to financial reports and tax records. Fulfilling these compliance requirements is not optional; it's mandatory. Failure to maintain accurate records can result in penalties, fines, legal consequences, and damage to one's reputation. However, the benefits of record-keeping extend far beyond mere compliance.

A Valuable Reference for Future Planning

Beyond its role in regulatory adherence, meticulous record-keeping serves as a treasure trove of information for future planning and decision-making. Here's how:

1. **Tracking Financial Progress:** Detailed records enable you to track the financial progress of your clients over time. You can identify trends, assess the performance of different strategies, and make data-driven decisions to help optimize their financial portfolios.
2. **Tax Efficiency:** Tax planning is a critical aspect of financial management. Accurate records make it easier to calculate capital gains, losses, and deductions, which can help lead to potential tax savings. Additionally, records help to substantiate any tax positions in the event of an audit.
3. **Client Insights:** Records of client interactions, preferences, and objectives provide valuable insights. They help you understand your clients better, tailor your services to their specific needs, and build stronger, more personalized relationships.
4. **Risk Assessment:** Historical data can assist in risk assessment. By analyzing past performance, you can make informed decisions about adjusting strategies to align with a client's risk tolerance and long-term goals.
5. **Compliance and Audit Defense:** In the event of an audit or regulatory inquiry, detailed records are your first line of defense. They provide a clear trail of financial transactions and interactions, demonstrating your commitment to transparency and compliance.
6. **Legal Protection:** In cases of disputes or legal issues, having well-maintained records can be the difference between a successful defense and a costly setback. Records can substantiate your actions and decisions, demonstrating your commitment to ethical conduct.

#### Effective Record-Keeping Practices

To harness the full potential of record-keeping, consider the following best practices:

1. **Organization:** Establish a systematic method for storing and categorizing records. Digital storage solutions can be particularly effective for easy retrieval and backup.
2. **Consistency:** Maintain a disciplined approach to record-keeping. Make it a habit to document transactions and client interactions promptly, ensuring accuracy and completeness.
3. **Retention Policy:** Familiarize yourself with regulatory requirements regarding record retention. Different types of records may have varying retention periods, so stay informed to avoid unnecessary clutter.
4. **Security:** Safeguard sensitive financial information. Use encryption and secure storage methods to protect client data and confidential records.
5. **Backup:** Regularly back up your records to prevent data loss due to technical failures or emergencies. Consider both physical and digital backups for added security.

#### **Concept of Delivery of Business Education Programme**

Business education programmes in Nigeria are offered by various universities, polytechnics, colleges of education, and specialized business schools. These programs provide students with the knowledge, skills, and competencies needed to succeed in the business world. Business education programs encompass a range of academic and professional training initiatives designed to equip individuals with the knowledge, skills, and competencies necessary to succeed in various aspects of the business world (Onuoha, 2017).

These programs typically cover fundamental concepts, theories, and practices relevant to business management, administration, finance, marketing, entrepreneurship, and related fields. Osuala (2014) postulated that business education programme is a programme of instruction, which consists of office education, which is a vocational education programme for office career workers through initial refresher and upgrading education. He further explained that general business education programme provides learners with information and competencies which are needed by all in managing personal business affairs and in using the services of business. Thomas (2023) viewed business education programme delivery as that effective teaching of the total educational programme that provides the knowledge, skills and attitude to perform in the business world as a producer and consumer of goods and services that business offers. Also, Ulinfin (2016) sees business

education programme as an aspect of vocational education, which prepares an individual for employment in the business world. He believes that it is education for and about business or training for business skills and competencies required for use in business and office education. He further advanced that business education is one of the vocational areas which gives training in an occupational identity. Business education programs aim to prepare individuals for a wide range of roles and responsibilities in the business world, from entry-level positions to senior management roles, and to equip them with the knowledge and skills needed to navigate the complexities of today's global marketplace (Osuala, 2014).

Business education delivery involves the design, development, and implementation of learning experiences that aim to provide individuals with knowledge and skills necessary for success in the business world (Ajisafe *et al.*, 2015). Business education programs play a crucial role in Nigeria as it contributes to the development of human capital by equipping individuals with the knowledge, skills, and competencies needed to succeed in the business world (Olowu, 2019). This helps to bridge the skills gap and prepare a workforce that is capable of driving economic growth and development. Business education programs create opportunities for employment by producing graduates who are well-equipped to meet the demands of various industries and sectors. Whether pursuing careers in corporate settings, government agencies, non-profit organizations, or starting their own businesses, graduates of business education programs have a wide range of employment options available to them. Business education programs drive innovation and enhance competitiveness by providing students with the latest theories, practices, and technologies in areas such as management, marketing, finance, and operations. This knowledge enables businesses to adapt to changing market dynamics, identify new opportunities, and stay ahead of the competition. It equally promotes professionalism and best practices in business management and administration (Nwankwo, & Obuah, 2021). As used here, instructional delivery, students' engagement and preparation of self-employable youth are measures of delivery of business education programme in tertiary institutions in Rivers State.

### **Measures of Delivery of Business Education Programme**

#### **Instructional Delivery**

Instructional delivery could be described as when someone teaches people something through different means to ensure that learning has taking place. Instructional delivery is the various methods or an approach a professional teacher adopts that gives him or her ability to explain the lessons to the learner to understand. Instructional delivery is the process employed in the transfer of knowledge from the instructor to the learner (Onwuagboke & Singh, 2015). The quality of instructional delivery in the educational sector hugely depends on the availability and effective utilization of facilities. Ogwu and Ogwu (2013) viewed instructional delivery as a process of facilitating learning which is expected to bring about change in behaviour of the learner.

This implies that the teaching and learning process is achievable by the aid of facilities and the efficient use of such facilities brings about effective instructional delivery.

#### **Students' Engagement**

Student engagement in a tertiary institution refers to the level of participation, involvement, and investment that students exhibit in their educational experiences and campus life. It encompasses a wide range of activities and behaviors that contribute to a student's overall academic success and personal development. According to Osborne (2017), higher levels of engagement are associated with increased student retention and graduation rates. Engaged students are more likely to persist through challenges and complete their degrees. Engagement promotes personal growth by encouraging students to develop skills such as critical thinking, problem-solving, communication, and teamwork. It also fosters self-confidence and independence. Engaged students often gain practical experience and skills through internships, projects, and leadership roles in student organizations, enhancing their employability and career prospects. Engaged students provide

valuable feedback on academic programs and campus services, helping institutions to continuously improve and adapt to the needs of their student population (Mildred & Mercy, 2018). Engagement supports the holistic development of students, encompassing academic, social, emotional, and ethical dimensions, preparing them for responsible citizenship and lifelong learning. Students who are actively engaged tend to have higher levels of satisfaction with their educational experience, which can enhance their loyalty and willingness to support the institution as alumni.

### **Preparation of Self-Employable Youths**

One of the things that business education does for students is to prepare for self-employability. That is to say that business education makes self-employable youths, among others.

Self-employability refers to a situation where an individual works to make themselves ready for the available job (Edward, 2021). Operationally, preparation of self-employable youths involves equipping young individuals with the knowledge, skills, and mindset necessary to start and run their own businesses or ventures successfully. This preparation goes beyond traditional education and focuses on fostering entrepreneurship, innovation, and self-reliance. And here, business education plays a huge role, as it ensures that students graduate with the right skills that will make them self-employable. The way self-employment is articulated in different countries is a function of policy drivers' actions, current economic climates, and the cultural inclination (Artess *et al.*, 2017).

### **Theoretical Review**

The study was anchored on Portfolio Theory. Portfolio Theory was propounded by Harry Markowitz in 1952 with the following assumptions:

- i. Investors make decision rationally to maximize their utility, focusing to achieve higher return.
- ii. Investors have estimates of the expected return and risk for all assets.
- iii. Investors plan and evaluate their portfolio based on one specific timeframe.
- iv. Investment returns are normally distributed.

The justification of Portfolio Theory as the theoretical foundation of the study is predicted on its relevance of the theory to the independent variable (financial discipline of school heads) of this study. Portfolio Theory offers insights into the financial management practices of school heads in tertiary institutions as an edge of enhancing quality delivery of business education programme. Adopting its assumptions, investors (school heads) that make adequate decision to lessen their expenditure and manage their budget accurately, will stand among others to attain quality delivery of business education programme which manifest in terms of instructional delivery, students' engagement and preparation of self-employable youths.

### **Methodology**

The study adopted correlational research design. The population of the study consisted of one hundred and four (104) business educators of the four tertiary institutions offering business education operating in Rivers State. The above information was extracted from the Heads, Departments of Business Education of the Institutions. The sample size of the study was one hundred and four (104) respondents of four tertiary institutions operating in Rivers State. The above sample size was obtained using the census sampling technique which involves using the entire population. The census method was adopted since the population is not large. Structured questionnaire was used as the main instrument for the collection of primary data. To establish the validity of the instrument, copies of the questionnaire was submitted to the supervisor and two other experts in Measurement and Evaluation. Their comments were used to validate the final copy of the instrument that was administered. Thus, Cronbach Alpha was used to ascertain the reliability of the instrument. In line with the sample size, a total of one hundred and four (104) copies of the validated questionnaires were distributed to the targeted audience. The researcher was able to retrieve 93 copies representing 89% and was used for analysis. The Spearman Rank Order (Rho) with the aid

of Statistical Package for Social Sciences (SPSS) Version 23.0 was used for the analysis. The formula is presented below:

$$r = 1 - \frac{6\sum d^2}{n(n^2 - 1)}$$

Where:

n = number of pairs of data

d = difference between the ranking in each set of data.

Σ = Summation.

For the coefficient values, the following interpretation scheme will be applied as stated below (a) No Relationship = 0, (b) Low/Weak Relationship = 0.1-0.2, (c) Moderate or Relatively Strong Relationship = 0.3-0.5, (d) High/Strong Relationship = 0.6-0.7, (e) Very High/Very Strong Relationship = 0.8-0.9, (f) Perfect Relationship = 1.

### Results

Ho<sub>1</sub>: There is no significant relationship between expenditure control and instructional delivery in Tertiary Institutions in Rivers State.

**Table 1: Correlations of Expenditure Control and Instructional Delivery**

		Expenditure Control	Instructional Delivery
Spearman's rho	Expenditure Control	1.000	<b>.632**</b>
	Correlation Coefficient		
	Sig. (2-tailed)	.	.000
	N	93	93
	Instructional Delivery	<b>.632**</b>	1.000
	Correlation Coefficient		
	Sig. (2-tailed)	.000	.
	N	93	93

**\*\*.** Correlation is significant at the 0.05 level (2-tailed).

Source: Survey Data, 2024 (SPSS V. 23.0)

Table 1 above reveals r value of 0.632 at a P=0.00<0.05 for the hypothesis relating expenditure control and instructional delivery. Since the significance value 0.00 is less than the alpha level of 0.05, the null hypothesis (Ho<sub>1</sub>) which states that there is no significant relationship between expenditure control and instructional delivery in Tertiary Institutions in Rivers State was rejected and the alternate (Ha<sub>1</sub>) was accepted. This implies that there is a strong positive relationship between expenditure control and instructional delivery in Tertiary Institutions in Rivers State.

Ho<sub>2</sub>: There is no significant relationship between budget management and students' engagement in Tertiary Institutions in Rivers State.

**Table 2: Correlations of Budget Management and Students' Engagement**

		Budget Management	Students' Engagement
Spearman's rho	Budget Management	1.000	<b>.448**</b>
	Correlation Coefficient		
	Sig. (2-tailed)	.	.000
	N	93	93
	Students' Engagement	<b>.448**</b>	1.000
	Correlation Coefficient		
	Sig. (2-tailed)	.000	.

N	93	93
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**\*\*.** Correlation is significant at the 0.05 level (2-tailed).

Source: Survey Data, 2024 (SPSS V. 23.0)

Table 2 above reveals r value of 0.448 at a  $P=0.00 < 0.05$  for the hypothesis relating budget management and students' engagement. Since the significance value 0.00 is less than the alpha level of 0.05, the null hypothesis ( $H_{02}$ ) which states that there is no significant relationship between budget management and students' engagement in Tertiary Institutions in Rivers State was rejected and the alternate ( $H_{a2}$ ) was accepted. This implies that there is moderate positive relationship between budget management and students' engagement in Tertiary Institutions in Rivers State.

$H_{03}$ : There is no significant relationship between records keeping and preparation of self-employable youths in Tertiary Institutions in Rivers State.

**Table 3: Correlations of Records Keeping and Preparation of Self-Employable Youths**

		Accountability	Preparation of Self-Employable Youths
Spearman's rho	Records Keeping	Correlation Coefficient	1.000
		Sig. (2-tailed)	<b>.615**</b>
		N	.000
	Preparation of Self-Employable Youths	Correlation Coefficient	.000
		Sig. (2-tailed)	<b>.615**</b>
		N	.000
		93	93

**\*\*.** Correlation is significant at the 0.05 level (2-tailed).

Source: Survey Data, 2024 (SPSS V. 23.0)

Table 3 above reveals r value of 0.615 at a  $P=0.00 < 0.05$  for the hypothesis relating accountability and preparation of self-employable youths. Since the significance value 0.00 is less than the alpha level of 0.05, the null hypothesis ( $H_{03}$ ) which states that there is no significant relationship between records keeping and preparation of self-employable youths in Tertiary Institutions in Rivers State was rejected and the alternate ( $H_{a3}$ ) was accepted. This implies that there is a strong positive relationship between records keeping and preparation of self-employable youths in Tertiary Institutions in Rivers State.

### Discussion of Findings

The findings of this study are discussed below:

The test of hypothesis one revealed that there is a strong positive relationship between expenditure control and instructional delivery in Tertiary Institutions in Rivers State. Expenditure control significantly impacts instructional delivery in tertiary institutions as it influences both the quality and effectiveness of education provided. Through managing financial resources prudently, institutions can ensure that their instructional delivery remains robust, innovative, and aligned with educational goals. This is in consonance with the findings of Rathnayake, *et al.* (2021) that effective expenditure control ensures that funds are allocated strategically to essential areas such as faculty salaries, instructional materials, and technology. When funds are managed efficiently, there is greater flexibility to experiment with and implement innovative teaching methods. Institutions can invest in blended learning approaches, virtual labs, and other pedagogical innovations that enrich the learning experience and improve student engagement.

The test of hypothesis two revealed that there is moderate positive relationship between budget management and students' engagement in Tertiary Institutions in Rivers State. Effective budget management has a profound impact on student engagement in tertiary institutions. This is because by ensuring that financial resources are allocated strategically and used efficiently, institutions can

create an environment that actively engages students in their learning and overall college experience. In line with the above, Breuer (2021) revealed that proper budget management allows institutions to invest in state-of-the-art facilities and technologies that create engaging and interactive learning environments. Well-equipped classrooms, laboratories, and libraries provide students with the resources they need to participate actively in their education. Well-managed budgets ensure that campus infrastructure and amenities are maintained and improved, providing a comfortable and stimulating environment for students. Amenities such as study lounges, recreational facilities, and dining options contribute to a positive campus experience, encouraging students to spend more time on campus and engage with the community.

The test of hypothesis three revealed that there is a strong positive relationship between records keeping and preparation of self-employable youths in Tertiary Institutions in Rivers State. This implies that when institutions uphold high standards of records keeping, they create an environment that fosters transparency, integrity, and responsibility, all of which are crucial for nurturing self-employable graduates. In line with this finding, Hangabei, *et al.* (2020) found that when institutions are committed to records keeping regarding financial dealing about how resources are allocated, students benefit from well-funded programs and services that support their entrepreneurial endeavours. Access to up-to-date technology, well-equipped labs, and comprehensive business incubators are examples of resources that can significantly enhance the preparation of self-employable youths. Proper records keeping is a key aspect of accountability. Financially accountable institutions manage their funds efficiently, ensuring that students have access to scholarships, grants, and funding for entrepreneurial projects. Financial support can alleviate some of the economic pressures students face, allowing them to focus more on developing their business ideas.

### **Conclusion**

Base on the findings, the study concluded that there is a significant positive relationship between financial discipline of school heads and delivery of business education programme in tertiary institutions in Rivers State. Effective financial management through expenditure control, budget management and records keeping ensure that resources are utilized efficiently, directly impacting the quality of education and the overall learning environment. School heads who exhibit strong financial discipline can allocate funds strategically to hire qualified business educators, maintain state-of-the-art facilities, and invest in innovative teaching methods, all of which are essential for delivering high-quality business education.

### **Recommendations**

Based on the findings, the following recommendations were made:

1. School heads in tertiary institutions should utilize advanced financial management software such as expenses tracking application to monitor and report their spending in the process of providing study contents. This tool can provide real-time insights into spending patterns and help identify areas for cost savings.
2. School heads in tertiary institutions should ensure that student's engagement activities are inculcated in the budgeting process which aligns with the institution's strategic plan and long-term goals.
3. School heads in tertiary institutions should uphold the practice of proper records keeping in order to promote accountability at all levels as well as grooming students to possess employability potential.

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