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Relationship between grants disbursement and the delivery of business studies in public Junior Secondary Schools in Rivers state

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Abstract

The study examined the relationship between grants disbursement and the delivery of Business Studies in Public Junior Secondary Schools in Rivers State. Three research questions were posed and answered while three corresponding hypotheses were formulated and tested at 0.05 level of significance. Correctional design was applied to establish a relationship between the dimensions of grants disbursement and the delivery of Business Studies. The population for this study consisted of 670 respondents (that is, 319 principals, 351 Business Studies teachers from the three hundred and nineteen Public Junior Secondary Schools in Rivers State. A sample of 337 respondents (160 principals and 177 teachers) was drawn using the multi-stage sampling technique. The instruments used for data collection were the School Grants Disbursement Questionnaire (SCDQ), which was used to obtain information on grants disbursement, and Business Studies Delivery Questionnaire (BSDQ) used to assess the delivery of Business Studies. The School Grants Disbursement Questionnaire (SCDQ) is made of 20 items developed on a four (4) point rating scale of Strongly Agree (SA-4), Agree (A-3), Disagreed (D-2) and Strongly Disagree (SD-1) (1 point). Also, the Business Studies Delivery Questionnaire (BSDQ) is made of 20 items developed on a four (4) point rating scale of Strongly Agree (SA-4), Agree (A-3), Disagreed (D-2) and Strongly Disagree (SD-1). The instruments were subjected to content and face validity as well reliability test which gave a coefficient of stability of 0.79 and 0.77 respectively. Data gathered for research questions and formulated null hypotheses were analyzed and tested respectively at 0.05 alpha using Pearson Product Moment Correlation (PPMC). Results showed significant relationship between disbursed grants allocated for operation and maintenance, disbursed grants for the provision of instructional media and disbursed grants channeled for development of teachers. Thus, grants disbursed to school contribute in enhancing the quality of education. Based on the findings, it was recommended among others, that government should increase should increase the allocation of grants for operation and maintenance of facilities to improve the quality of instructions.

Keywords: Grants, Provision, Maintenance, Instructional Media, Development, Business Studies

1. Introduction

School financing and instructional delivery is a one-directional dimension with an inverse relationship that either improves or diminishes students' learning outcomes. This assumed proposition is widely held that an increase in instructional quality requires adequate institutional funding, whether provision of incentives to motivate, instructional materials, and renovation or expand of school facilities and regularly exposed to innovation in the teaching profession. Delivery quality instruction requires regular funding by all tiers of government for the successful implementation of instructional programmes, as it is a joint-responsibility of the tiers of government and private sector (Brown & Kurzweil, 2018; Hightower, Delgado, Lloyd, Wittenstein, Sellers & Swanson 2011, The Federal Republic of Nigeria, 2013) ^[12, 23, 19]. The government welcomes and encourages the participation of local communities, individuals and organizations toward the improvement of quality education at all levels of education, for instance, in states like Ekiti, Lagos, Anambra and Oyo, sources of school-funds come from the government through budgetary allocation. The government provides allocation

and funds for education through grants.

Grants are a subsidy that means no refunding, which are given to organizations or individuals in the form of money or other support (Bankole, 2018; Nwite, 2016) ^[10, 40]. Grant is the transfer of money from one level of government to another for a specific purpose and subject to substantive and procedural conditions found in the authorizing legislation and administrative regulations. These requirements, refer to both the substance of the grant (for example, eligible uses of funds, matching requirements, and maintenance of prior spending levels) and the procedures by which grant funds are to be expended.

Though, there are many dimensions to grants-in-aid, three are of special importance. First is the extent to which recipient jurisdictions have discretion over the use of grant funds. Categorical grants allow the least amount of discretion, with spending limited to a specific category or program area (for example, construction of a water tank, or agricultural farm in school) (Oladimeji & Jeremiah, 2016) ^[41]. Block grants permit a broader array of services and activities, but are generally confined to a specific substantive policy area such as community development, health, or employment and training. General purpose grants provide unrestricted assistance to recipient jurisdictions (Nsubaraka, 2010) ^[38]. Under this dimension, Business Studies as a subject stand to benefit from the allocation.

Business Studies is an integrated approach to the study of business, administration and business environment (Kayii & Okiridu, 2020) ^[25]. The elective subject is broken into five major components; office practice, commerce, book-keeping, keyboarding and elements of computer studies. Each of these components form a complete set of subjects at the senior secondary and higher education levels, and is about how individuals and groups of people organize, plan, and act to create and develop goods and services to satisfy customers. The understanding of Nigerian Business environment can be centred on the two basic assumptions stated in the revised 9-year Basic Education curriculum:

1. That the pupils may, after completing the junior secondary school, opt for a job in business organization or an apprenticeship in industry.
2. That pupil may go through senior secondary school, technical college and so on to polytechnic or university (Amesi & Akpomi, 2014) ^[5].

In conformity with the contemporary realities without compromising the standard, the new Business Studies curriculum emphasizes the quality of instruction and learning because the student needs more than just awareness of the subject; a basic foundation upon which further learning will be based. Thus, new topics like entrepreneurship, consumer education, market and society, keyboarding, business opportunities, setting business goal and plan, and so on, to the provide student with the knowledge and skills required to be gainfully employed and even set up their own businesses (Amesi & Akpomi, 2014) ^[5].

Business Studies will help student to make more informed decisions in the everyday business of living. It gives students better understanding of the world of work and redirect their thought to think about how and why people start up in business and why the students too might also consider starting a business. As well as developing the essential transferable or 'soft' skills that employers demand, and for entrepreneurial development. Thus, Business Studies as a vehicle for the transfer of soft skills, is a key area that required the injection of funding for improved instruction delivery by ensuring that part of the grants is channeled for

the operation and maintenance of facilities, provision of instructional materials as well the development of teachers. The place of teachers in the delivery of quality instructions cannot be over emphasize of their role in developing students to acquire desire skills and render education more responsive to the challenges of a knowledge-based society. Teachers' development is essential for teachers to unlearn, learn and relearn because things change so fast and new information and knowledge are now being made available to us on a daily basis (Asah, Kaita & Muguno, 2016; Oladimeji & Jeremiah, 2016) ^[8, 41]. This vast pool of knowledge being made available daily poses challenges for both teachers and students who cannot adjust to trends and innovations in teaching. The teacher teaching Business Studies need to attain variety of conferences, courses/programmes and seminars for effective delivery of instructions. Instructional delivery is essential that the teachers must master to effectively engage the students during class interaction (Organisation for Economic Cooperation and Development, 2017, Fazekas, 2012) ^[18].

Instructional delivery refers to the interaction among the student, the teacher, the content knowledge/skills/dispositions, students will need for learning and collaborating with others in a diverse society and rapidly changing the world (Council of Chief State School Officers, 2013) ^[15]. The process of instructional delivery involves applying a repertoire of instructional strategies to communicate and interact with students around academic content and to support student engagement (CCSSO, 2013) ^[15]. Studies have revealed that not all instruction is equal in producing results (Archer & Hughes, 2011) ^[7]. Teachers offer explicit active instruction that emphasizes student participation and demonstrates the content taught. An explicit approach focuses on well-designed and sequenced lessons linked to how the teacher manages the class to allow the students to learn, offers ample opportunities for students to respond and practice the lesson content, and includes mastered knowledge or skills in subsequent lessons to maintain learning (Oyesiku, Ogunsaju, & Oni, 2009) ^[46]. From the above thoughts, instructional delivery is that vehicle that carries the content through the use of appropriate modes and strategies to deliver the lesson meaningfully to the learners. Studies tell us what to expect from a teacher who uses teaching strategies and practices that have been proven to lead to greater control over the lessons and instructional media.

Instructional media has been defined in a variety of ways. In some cases, it could be anything used by lecturers to aid students learning (Gbamanja in Achuonye & Ajoku, 2003) ^[1]. In other cases, it refers only to print media (Amesi, Akpomi & Okwuanaso, 2014) ^[6]. In this study, the term which means all devices and materials used in teaching and learning processes. Instructional media are essential for enhancing teaching and learning because they provide means of widening students' learning experience, expose students to a wide range of learning activities, increase the efficiency of the teacher by providing tutorials and response guidance for individual students and small groups (Amesi, Akpomi, & Okwuanaso, 2014) ^[6]. Also, instructional media increase interest in learning; hold learners' attention; provide opportunities of interacting with the social and physical environment and promote knowledge gathering. Amesi, Akpomi, and Okwuanaso (2014) ^[6] viewed instructional materials as helping the teachers to communicate effectively with students in order to achieve the desired objectives where ordinary words or verbalization have been found to be inadequate for effective teaching. Thus, it serves as a channel through which message, ideas and information are

disseminated more easily.

So, there are various practices that teachers can use effectively and effectively to enhance their mastery of various curricula; a structured and systematic approach to clear teaching emphasizes lesson management to ensure that students understand what is being taught, flow new material and can generalize what they learn to new situations in the future of students in public schools.

The word 'grants' is used to describe money given to individuals or organizations with a zero need to payback (Market Business News, n.d.)^[35]. Such subsidies are used to conduct scientific and other research and studies, construction works, education, medicine, and other goals. It can be categorized into capital, recurrent and special grants.

1. **Capital Grants:** These are bulk payments made by the government to schools for the take up of capital projects such as construction new building and repairing of facilities.
2. **Recurrent Grant:** These are for expenditure which occurs every year in the budget. They include salaries, allowance, maintenance, traveling and transport expenses, and expenditure on student meals and so on.
3. **Special Grant:** This is like an aid by the federal, state or local government to the service school. Some government special grants enable schools to improve the quality of education, structure special programs and much more. It should be noted that grants are not meant for every school as it is only given after certain considerations (Lefoka, & Deffous, 2014, p.33)^[32].

The need for school grants has emerged as part of relatively recent policy-driven practices for educational decentralization, in the sense that, school-based decision-making can be taken without involving key stakeholders. This devolution of a range of decisions to the school-principals is assumed to improve accountability, efficiency and responsiveness to school needs (Bruns, Filmer & Patrinos 2011; Carr-Hill, Rolleston & Schendel, 2016; Slater 2013)^[13, 14, 37]. These decisions may influence regular changes and modifications in methodology, curriculum, and approaches leading to the management of students, teachers, and other supporting personnel through decentralization (Bruns et al. 2011; Slater 2013)^[13, 37]. Effective decentralization in the education sector relies on several factors, including quality of instruction, competencies of the instructors and communication which are enhanced by financial supports received by the school (Slater 2013)^[37].

School grants following the projection of Rivers State government are allocated to schools based on students' population and other characteristics of the school; such as location and needs of the school. Consequently, for schools to receive this grant concurrently, certain qualifications must be met. These include the submission of students' enrolment data class by class and summary of entire students' population, school account number, school budget plans and financial reports (Matula, Mulwa, & Kyalo, 2018; Luga & Grauwe, 2016)^[36, 33].

Amanchukwu and Ololube (2015)^[3] stated that the management of the school plant has an influence on effective service delivery in Public Secondary Schools in Rivers State of Nigeria. The researcher's prevailing point of view is that not all instruction is equal in producing results, same with financial involvement. Unfortunately, most instructional delivery strategies that can be used to improve personalized learning are capital intensive because it requires the operation and maintenance of the school. Learning that better happens in dynamic settings in which teachers offer explicit active

instruction that emphasizes student participation and demonstrates the content taught. Some researchers would argue that allocating equal funding for every student does not guarantee that all students will have quality instruction and experience if the facilities are in deplorable conditions (Badamasi, 2016)^[9]. Grants disbursement and school funding reform must focus on the quality of every school activity, from the excellence of instruction to the rigor of the classes. In Lagos state, grants come from all sorts of sources, from the federal government, state, local to private companies and charities, and they focus on a wide range of operations; provision of laboratories, professional development, classroom enrichment, school supplies, field trips and almost anything else that goes into bettering the quality of education (Finlade, 2016)^[20]. Students and teachers will be more motivated to work if they know that the needed facilities are available for the realization set objectives. Thus, it is a good idea not only to appropriate funds for various operations but also for ensuring that the activities are supervised and monitored in Public Junior Secondary Schools.

Public schools are learning institutions established and funded by the state and federal governments. Junior public schools offer secondary education opportunities for children immediately after primary education. The objectives of education at this level are to:

1. provide the child with diverse basic knowledge and skills for entrepreneurship and educational advancement;
2. develop patriotic young people equipped to contribute to social development and in the performance of their civic responsibilities;
3. inculcate values and raise morally upright individuals capable of independent thinking, and who appreciate the dignity of labour; and inspire national consciousness and harmonious coexistence irrespective of differences in endowment, religious, ethnic, and socio-economic background (Kelil, Jebena, & Dufera (2014; FRN, 2013)^[28].

The public junior school curriculum consists of thirteen (13) core and elective subjects, the core subjects include; English Studies, the language of the immediate community, mathematics, Basic Science, Social Studies, Cultural and creative Arts, Christian Religious Knowledge/Islamic Studies Technology, Physical and Health Education, French, Computer Studies and Civil Education. On the other hand, the electives' subjects comprised of Agriculture, Business Studies, Arabic Language, and Home Economics.

Over the past few decades, a lot is left to be desired with the output of the Nigerian educational system. One does not have to go far to compare results from Basic Education Certificate Examination (BECE) and West African Examination Council (WAEC) in business subjects, from year to year to tell the outcomes of a failed educational system. The purpose of basic education is to churn out the well-rounded individual who has at least a basic knowledge of writing, understanding, and speaking (in this case English), with a solid and thoughtful style. Further needs will be the ability to solve problems and create a positive return to humanity. Unfortunately, many Nigerian school-leavers who have completed secondary education do not meet this standard. It has been shown that many of today's school-leavers cannot be compared to the standard VI of decades ago (Aikulola, 2016)^[2]. One thing that comes to mind is the falling standard in the delivery of quality education. The words "standard" and "quality" as used do not mean the same thing, though the terms are used interchangeably in conversation (Joynes & James; 2018)^[27].

Standards refer to official benchmarks by which quality is measured, i.e., the set of guidelines that a school must follow to achieve quality education, while on the other hand, quality is determined by the performance through the implementation of the technique and process of standardization in every school (Ministry of Education and Professional Training, 2016) [37]. For example, if there is a standard whereby each class must have at least one teacher, then a school with two teachers in one class is better than the one with one or no teacher for each class; judging by that structure. One can see that the two terms go together because properly enforced standards will ultimately bring about the delivery of quality education. In a bid to achieve equitable access to quality education and provide opportunities for students, the Rivers State government abolished all forms of fees and levies in public primary and secondary schools across the state to yearly allocation of special grants to all primary and secondary schools for the day-to-day management their programmes (Ekpoh, 2018; Elliott, 1998; Gronberg, Jansen & Taylor, 2011) [16, 17, 21]. These conditions buttress the researcher's observations that the disbursement of grants may or not influence instructional delivery in public junior secondary schools in Rivers State. Based on the foregoing experience, the researcher holds the convictions that from the yearly allocation of grants as a factor, increase efficiency by improving the transparency of financial decisions at the school, reducing corruption, and incentivizing school investment in teachers and materials may play a key role in achieving quality instructional delivery. The great differences between private and public schools are the financial resources available to schools and in the relative allocation of funds have been carefully documented in the research literature (National Center for Education Statistics, NCEES, 1995) [39]. These findings have led to dozens of lawsuits against states for demanding appropriate and fairer financial practices. Most parents and teachers believe that more resources can be improved in schools. However, there is considerable controversy among education researchers about the relationship between school funding and student performance.

The evidence from literature emphasizes the importance of contextual factors in determining the effectiveness of school grant programs for improving student learning outcomes, including other contextual factors that act as mediating influences. Kianaagbo (2013) [29] conducted a comparative study of the academic performance of primary school pupils in public and private schools. The findings revealed that pupils admitted to private schools funded by parents performed better than their counterparts in public schools. Irtwange and Agbe (2010) [26] examined the influence of financial resources on learning outcomes of students in Charanchi, Hassan Usman Katsina Polytechnic, as a study area. The findings proved that financial resources influenced the learning outcomes of students.

Statement of the Problem

Over the years, the business of delivering quality instruction in schools is of much concern and has attracted the attention of stakeholders; government, parents and the teachers. One of the problems affecting quality education in schools in different towns and villages of the state is poor funding in providing educational resources such as infrastructural facilities, materials and human services needed for the functioning of schools (Amanchukwu & Ololube, 2015) [3]. The Rivers State Government owns several public secondary schools, at least four or more in each of the Local Government Areas of the state (SUBEC, 2018). These

schools have become business for some head teachers or principals who at random, collect money from students indiscriminately in the name of 'chargeable'. This situation does not mean well for the students, parents and the government; as it has resulted in the high rate of drop out, child abuses, street trading, etc. (Bankole, 2018) [10]. According to Kianaagbo (2013) [29] and Oyekan, Adelodun and Oresajo (2015) [45], the problem of the Nigerian education system lies in instructional quality, and not standards. Aikulola (2016) [2] opined that instructional quality and subject delivery depend on the injection of financial resources. To address these problems and in a bid to create access to quality education, Governor Nyesom Wike of Rivers State announced the abolition of all forms of fees and levies in public primary and secondary schools across the state on 29th June 2019. By September of the same year, the government started the allocation and disbursement of special grants to heads of primary and secondary schools. What then, is the influence of grants disbursement on the delivery of Business Studies as a subject in public Junior Secondary Schools in Rivers State?

Purpose of the study

The purpose of this study was to find out the relationship between grants disbursement and the delivery of Business Studies in public Junior Secondary Schools in Rivers State. Specifically, this study aimed to:

1. Determine the extent disbursed grants are allocated to the operation and maintenance of Business Studies facilities for the delivery of Business Studies in public Junior Secondary Schools in Rivers State.
2. Determine the extent disbursed grants allocated to the provision of instructional media for the delivery of Business Studies in public Junior Secondary Schools in Rivers State.
3. Determine the extent to which grants disbursed are channeled for development of teachers to enhance the delivery of Business studies in public Junior Secondary Schools in Rivers State

Research Questions

The following research questions guided this study:

1. What is the relationship between disbursed grants allocated for the operation and maintenance of Business Studies facilities and the delivery of Business Studies in public Junior Secondary Schools in Rivers State?
2. What is the relationship between disbursed grants allocated for the provision of instructional media and the delivery Business Studies in Public Junior Secondary Schools in Rivers State?
3. What is the relationship between disbursed grants allocated for development of teachers and the delivery of Business studies in Public Junior Secondary Schools in Rivers State?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

HO₁: There is no significant relationship between disbursed grants are allocated for operation and maintenance of Business Studies facilities and the delivery of Business Studies in Public Junior Secondary Schools in Rivers State

HO₂: There is no significant relationship between disbursed grants for the provision of instructional media and the delivery Business Studies in public Junior Secondary Schools in Rivers State

HO₃: There is no significant relationship between disbursed

grants channeled for development of teachers and the delivery of Business studies in public Junior Secondary Schools in Rivers State.

Methodology

The research design adopted for this study is correlation. Correlational research design is a survey method that indicates the magnitude or strength and nature or direction of linear relationship that that exists between two or more variables or set of data in a single group of subjects (Kpolovie, Joe & Okoto, 2014; Kpolovie, 2011) ^[30, 31]. This study is correlational because the researcher gathered two sets of scores from the respondents. The population for this study consisted of 670 respondents (319 principals, 351 Business Studies teachers) in the three hundred and nine-teen Pubic Junior Secondary Schools in Rivers State.

Table 1: Population Distribution of Respondents

| S/N | Senatorial District | No. of Principals | No. of Teachers | Total |
|-----|---------------------|-------------------|-----------------|-------|
| 1 | Rivers East | 124 | 133 | 257 |
| 2 | Rivers West | 105 | 111 | 216 |
| 3 | Rivers South East | 90 | 107 | 197 |
| | Total | 319 | 351 | 670 |

Source: Planning, Research and Statistics, RSUBEB

A sample of 337 respondents consisted of 177 teachers and 160 principals were drawn through multi-stage sampling procedure from the population of 670 respondents. To avoid sampling bias, 50% of respondents from each cluster (senatorial district) formed the sample size used for the study.

Table 2: Composition of Sample from the population

| Senatorial District | Teachers | | | Principals | | | Total |
|---------------------|-------------|-------------|-------------------|-------------|-------------|-------------------|-------|
| | Rivers East | Rivers West | Rivers South East | Rivers East | Rivers West | Rivers South East | |
| Population | 133 | 111 | 107 | 124 | 105 | 90 | 670 |
| Proportion (%) | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | |
| Sample | 67 | 56 | 54 | 62 | 53 | 45 | 337 |

Also, during the sampling process, the researcher adopted

Table 3: Relationship between disbursed grants is allocated for operation and maintenance of Business Studies facilities and the delivery of Business Studies

| Variables | N | ΣX ² | ΣY ² | ΣXY | Df | R | Zrcal | Zrcrit | Decision |
|------------------------------|-----|-----------------|-----------------|--------|-----|------|-------|--------|-----------------|
| Operation and maintenance | | | | | | | | | |
| Delivery of Business Studies | 339 | 4040.9 | 2639.3 | 3227.7 | 337 | 0.58 | 10.63 | 1.984 | Not Significant |

In table 2 above, the answer to research question 1, is that there is a positive relationship between disbursed grants are allocated for operation and maintenance of Business Studies facilities and the delivery of Business Studies in Public Junior Secondary Schools in Rivers State based on the statistical evidence r-value of 0.58. And for hypothesis 1, there is no significant relationship between disbursed grants allocated for operation and maintenance of Business Studies facilities and the delivery of Business Studies, since the calculated Zr-value of 10.6 is greater than the critical Z-value of 1.984, is upheld. With a correlation coefficient of 0.58, disbursed grants allocated for operation and maintenance of Business Studies facilities accounts for 34% of the variance in the delivery of Business Studies. This implies that disbursed

stratified random sampling by proportional method to allocate the sample size between the two subgroups in the ratio of 8:8:7 to randomly select 67 Business Studies teachers and 62 principals from schools in Rivers East, Rivers West, 56 Business Studies teachers and 53 principals and in Rivers South East Schools, 54 Business Studies teachers and 45 principals respectively. The instruments used for data collection were the School Grants Disbursement Questionnaire (SCDQ), which was used to obtain information on grants disbursement, and Business Studies Delivery Questionnaire (BSDQ) used to assess the delivery of Business Studies. The School Grants Disbursement Questionnaire (SCDQ) is made of 20 items developed on a four (4) point rating scale of Strongly Agree (SA-4), Agree (A-3), Disagreed (D-2) and Strongly Disagree (SD-1). Also, the Business Studies Delivery Questionnaire (BSDQ) is made of 20 items developed on a four (4) point rating scale of Strongly Agree (SA-4), Agree (A-3), Disagreed (D-2) and Strongly Disagree (SD-1). The instruments were subjected to content and face validity as well reliability test which gave a coefficient of stability of 0.79 and 0.77 respectively. The administration of the instruments was personally carried out by the researcher and research assistants (desk officers), an exercise that yielded a 100% return rate. Data gathered for research questions one to three were analysed using Pearson Product Moment Correlation (PPMC). The reason for the choice of PPMC was because the research questions were seeking to determine relationship between two variables with continuous data and each formulated null hypotheses tested at 0.05 alpha.

Results

Research Question 1: What is the relationship between disbursed grants allocated for the operation and maintenance of Business Studies facilities and the delivery of Business Studies in public Junior Secondary Schools in Rivers State?

HO1: There is no significant relationship between disbursed grants are allocated for operation and maintenance of Business Studies facilities and the delivery of Business Studies in Public Junior Secondary Schools in Rivers State

grants are allocated for operation and maintenance of Business Studies facilities do not varies significantly with the delivery of Business Studies in Junior Public Secondary Schools in Rivers State.

Research Question 2: What is the relationship between disbursed grants allocated for the provision of instructional media and the delivery Business Studies in Public Junior Secondary Schools in Rivers State?

HO2: There is no significant relationship between disbursed grants for the provision of instructional media and the delivery Business Studies in public Junior Secondary Schools in Rivers State.

Table 4: Relationship between disbursed grants for the provision of instructional media and the delivery Business Studies

| Variables | N | $\sum X^2$ | $\sum Y^2$ | $\sum XY$ | Df | R | Zrcal | Zrcrit | Decision |
|-------------------------------------|-----|------------|------------|-----------|-----|------|-------|--------|-------------|
| Instructional media | | | | | | | | | |
| | 339 | 3542.2 | 2639.3 | 3001.7 | 337 | 0.61 | 0.59 | 1.984 | Significant |
| Delivery of Business Studies | | | | | | | | | |

In table 4 above, the answer to research question 2, which indicates that there is a disbursed grants for the provision of instructional media and the delivery Business Studies in public Junior Secondary Schools in Rivers State based on the statistical evidence r-value of 0.61. And for hypothesis 2, there is a significant relationship between disbursed grants for the provision of instructional media and the delivery Business Studies in Public Junior Secondary Schools in Rivers State, since the calculated Zr-value of 0.59 is less than the critical Z-value of 1.984, the hypothesis which states that there is no significant relationship between disbursed grants for the provision of instructional media and the delivery Business Studies in public Junior Secondary Schools in Rivers State is rejected. With a correlation coefficient of 0.61,

provision of instructional media for 37% of the variance in the delivery Business Studies. This implies that provision of instructional media varies significantly with the delivery Business Studies in public Junior Secondary Schools in Rivers State.

Research Question 3: What is the relationship between disbursed grants allocated for development of teachers and the delivery of Business studies in Public Junior Secondary Schools in Rivers State?

HO3: There is no significant relationship between disbursed grants channeled for development of teachers and the delivery of Business studies in public Junior Secondary Schools in Rivers State.

Table 5: Relationship between disbursed grants channeled for development of teachers and the delivery of Business studies

| Variables | N | $\sum X^2$ | $\sum Y^2$ | $\sum XY$ | Df | R | Zrcal | Zrcrit | Decision |
|-------------------------------------|-----|------------|------------|-----------|-----|------|-------|--------|-----------------|
| Development of teachers | | | | | | | | | |
| | 339 | 3804.3 | 2639.3 | 3115.2 | 337 | 0.27 | 9.81 | 1.98 | Not Significant |
| Delivery of Business Studies | | | | | | | | | |

In table 5 above, the answer to research question 4, which indicates that there is a positive relationship between disbursed grants allocated for development of teachers and the delivery of Business studies in Public Junior Secondary Schools in Rivers State based on the statistical evidence r-value of 0.27. And for hypothesis 3, there is not significant relationship between disbursed grants channeled for development of teachers and the delivery of Business studies in public Junior Secondary Schools in Rivers State, since the calculated Zr-value of 9.81 is greater than the critical Z-value of 1.98, is not significant. With a correlation coefficient of 0.27, development of teachers for 27% of the variance in the delivery of Business studies. This implies that development of teachers does not vary significantly with the delivery of Business studies in Public Junior Secondary Schools in Rivers State.

In summary, the findings of this study are:

1. There is no significant relationship between disbursed grants allocated for operation and maintenance of Business Studies facilities and the delivery of Business Studies.
2. There is a significant relationship between disbursed grants for the provision of instructional media and the delivery Business Studies in Public Junior Secondary Schools in Rivers State.
3. There is no significant relationship between disbursed grants channeled for development of teachers and the delivery of Business studies in public Junior Secondary Schools in Rivers State.

Discussion of findings

The findings of the first research question and hypothesis of this study is that disbursed grants allocated for operation and maintenance of Business Studies facilities do not significantly relate with the delivery of Business Studies. This finding disagreed with the findings of Amanchukwu and Ololube (2015)^[3] and Badamasi (2016)^[9]. Amanchukwu and Ololube (2015)^[3] posited that maintenance of school facilities enhance the delivery quality instruction.

Specifically, Badamasi (2016)^[9], recommended that the more fund be channeled towards the maintenance of school facilities for effective service delivery and that school heads should ensure that appropriated fund for facilities maintenance be manage effectively to enhance teachers’ productivity in public technical colleges in Katsina.

The findings of the second research question and hypothesis of this study is that respondents attested that disbursed grants for the provision of instructional media moderately influenced the delivery of Business Studies in public Junior Secondary Schools in Rivers State. Also, in tandem with this present study is the finding of Oladimeji and Jeremiah (2016)^[41] who contended that concrete and iconic facilities are important for the transmission of knowledge in an impressive way making learning more effective as they help learners in greater acquisition of knowledge.

Lastly, finding from the third research question and hypothesis revealed that respondents attested that disbursed grants channeled for development of teachers have no relationship with the delivery of Business studies in public Junior Secondary Schools in Rivers State. Thus, the third result of the current study tend to disagree with the seemingly endless list of works on school funding on capacity development, that view funding of teacher’s programme as a factor related to subjects’ delivery and a panacea for quality education (Asah, Kaita, and Muguno 2016; Olulobe, 2015)^[8].

Conclusion

Based on the foregoing findings and discussion, apt conclusions can be drawn that this investigation has indeed revealed an overwhelming preponderance of statistical evidence that disbursed grants allocated for operation and maintenance of Business Studies facilities and disbursed grants channeled for development of teachers have no relationship with the delivery of business studies, while disbursed grants for the provision of instructional media has a positive influenced the delivery of Business Studies in Public Junior Secondary Schools on Rivers State.

Recommendations

1. It is recommended that the government should increase the allocation of grants for operation and maintenance of facilities to improve the quality of instructions.
2. Also, efforts should be intensified to strengthening the administration of grants to ensure regular supply of instructional materials in the school.
3. The development of teachers should be of topmost concern by the governments, well-meaning individuals and school administrators.

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