



## DIGITALIZING FINANCIAL MANAGEMENT PRACTICES AS A CORRELATES OF TEACHERS' JOB PERFORMANCE IN SECONDARY SCHOOLS IN ANAMBRA STATE

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### Abstract

*The study examined the digitalized financial management practices as correlates of teachers' digital job performance in public secondary schools in Anambra State. One research question and one hypothesis guided the study. Design used for the study was correlation while the population of the study comprised all the public secondary schools in Anambra State numbering 266 with 5133 teachers made up of 756 males and 4377 females. Using stratified random sampling technique, 1856 teachers were selected which is 36.1%. Instrument for data collection was a questionnaire type designed by the researcher named "Effective Financial Management Practices, Teachers' Digital Job Performance Questionnaire" (EFMPTDJPO). The instrument has two sections: Digital Job Performance Scale (DJPS) which contained 15 questionnaire items and was used to gather data on the independent variable of the study while the second section was tagged "Digital Teachers' Job Performance (DTJP) and contained 10 questionnaire items and was used to collect data on the dependent variable of the study. The instrument was face and content validated using experts in relevant fields. The average reliability of DJPS was 0.81 while that of DTJP was 0.80 using Cronbach alpha statistics. Simple regression was used to answer the research question while multiple regression was used to test the hypothesis at 0.05 level of significance with t-test associated with simple and multiple regression. The finding of the study revealed that a low positive relationship exists between teachers' perception of principals' effective finance management and teachers' job involvement in public secondary schools in Anambra State. Following the finding, it was recommended that the government should set up special intervention programmes geared at sensitizing principals on the need for effective school finance management as this will improve digital teachers' job involvement through adequate financial provision.*

**Keywords:** Digitalized financial management practices, Teachers' digital job performance and Public secondary schools.

### Introduction

Finance is one of the most crucial non-human resources in every organization. It is the mother of other material resources so to say. This is because it is used to purchase other resources including human resources. It is one of the determinant factors when it comes to attainment of the organizational goals. In the school system, money also plays a vital role in school operation and functions as a motivational tool in improving job performance particularly during change and innovation. Latest of this innovation and change could be traced to the heightened technological advancement which swept through all aspects of human endeavour which education sector is the most hit. Finance became the top notch to acquiring digital devices, training and re-training of the teachers in line with the modern trend so as to ensure relevant knowledge and skills are transmitted to the learners during teaching/learning experiences. In schools where there is insufficient fund, poor quality materials are procured in low quantity which could mar the attainment of educational goals. It could also hinder the alignment with the teachers' digital job performance due to lack of money to either



purchase the digital devices or train the teachers for digital involvement in the teaching/learning process.

In support of the afore-mentioned view point, Wordu, Okwu and Dike (2021) affirmed that the teachers should be trained and also equipped with modern digital paraphernalia for the discharge of their duties for enhanced job performance. The scholars further reiterated that in the midst of growing digital innovation, any teaching staff who cannot comply with the use of emerging devices will be less productive and looked upon as digitally illiterate. It is premised on this that it is very crucial that teachers update their knowledge from time to time especially in this digital period. The quest for professional advancement has financial implications, sequel to this relies on the digitalized financial management. From the fore-goings, digital teachers could only be produced for increased job performance only when the scarce monetary resource is prudently managed.

Digitalization is a shift from the physical approaches to handling issues to applying the electronic approaches which makes the work easier, faster and more efficient. According to Anike and Igwenagu (2017) digitalization is the alteration of physical format of material to electronic format. Digitalization is a critical tool in education which every teacher must be conversant with so as to be able to transmit relevant knowledge and skills to the learners. In furtherance to this course, Jose (2016) posited that digital literacy has to do with the ability to use information and communication technology (ICT) or digital tool in the most effective manner. Inadequate financial provision for procurement of digital devices and training of digital teachers has continued to obstruct the process of information dissemination which has mirrored in low job performance of the teachers (Wordu, Okwu and Dike (2021)).

Financial management practices are concerned with organization's decisions on how to source for funds, how to control financial resources through financial control, prudent allocation of financial resources and accountability measures. In the perception of Joubert and Bray (2021) financial management practices is the performance of management actions connected with the financial aspects of a school for the achievement of effective education. The above definitions linked financial management practices to the act of deciding on the source and utilization of funds in the school. In the conceptualization of the subject matter, Kaguri, Njati and Thianine (2014) defined financial management practices as the process that involves planning and preparation of financial reports and budget control.

In corroboration with Kaguri, Ngati and Thianine, Nwafukwa and Aja (2020) stressed that financial management practices is the ability of a financial manager to procure, expend, and give accurate accounts of funds provided for the implementation of programme of an organization. Also, according to Bua and Adzonga (2021), financial management practices are concerned with the decisions on how to procure, raise money, expend and give accounts of funds provided for the implementation of programmes of an organization or school. Equally contributing to literature on the concept, Wagithunu, Muthee, and Thinguri (2021) defined financial management practices as the art and science of utilizing money to achieve economy and value of the money available. Based on the views of several authors, the researcher defined financial management practices as the art of planning, sourcing, allocating, expending, accounting and auditing of the school funds for implementation of educational programme.

In reaction to the above expositions, Oboegbulem (2013) echoed that there is no significant correlation between teachers' perception of finance management and their job involvement. This is contrary to the viewpoints of Nyanyuki, Okioga, Ojera, Nyabwanga and Nyamwamu (2021) who found that teachers' perception of finance management significantly influenced their job involvement. In consonance with Nyanyuki et al, Huseein (2019) asserted that there is positive correlation between finance management and female teachers' job involvement. This opinion was consolidated by Livala, Bulus, Daver and Livala (2021) who found that management of school plant correlates with teachers' job involvement. The result also supports the findings of Nwafukwa, Onele and Anigbo (2019) who found that the relationship between teachers' perception of management of school plant and their job involvement is significant. In the same vein, Arowojolu, Yinusa, Amehand, Arowojolu (2019) insisted that there is a significant higher level of involvement to their job in relation to their school plant management.

Obviously, for the objectives of education to be achieved through the teachers' job performances, there is absolute need for effective financial management that takes into considerations the key elements of the school operation. In this digital dispensation, digital teachers are required to transmit relevant knowledge and skills to the learners. To achieve this fit, financial managers should ensure that during budget capturing, that adequate finance should be allocated to digital devices and digital training of teachers to keep abreast with the modern trend of event. However, researches have shown that most public secondary schools in Anambra State seems to be suffering from the dearth of digital devices and training which has negatively impacted on the teachers' job performance as a result of ineffectual financial management. The researcher is therefore



determined to examine the correlation between effective financial management practices and teachers' digital job performance in public secondary schools in Anambra State.

### Purpose of the Study

The study is set out to ascertain the correlation between effective financial management practices and teachers' digital job performance in public secondary schools in Anambra State.

**Based on the purpose of the study, the under stated research question guided the study:**

**Research Question:** What is the correlation between digitalizing financial management practices and teachers' job performance secondary schools in Anambra State?

### Hypothesis

1. There is no significant difference between digitalized financial management practices and teachers' digital job performance in public secondary schools in Anambra State.

### Method

Design used for the study was correlation while the population of the study comprised all the public secondary schools in Anambra State numbering 266 with 5133 teachers made up of 756 males and 4377 females. Using stratified random sampling technique, 1856 teachers were selected which is 36.1% . Instrument for data collection was a questionnaire type designed by the researcher named "Effective Financial Management Practices, Teachers' Digital Job Performance Questionnaire" (EFMPTDJQP). The instrument has two sections: Digital Job Performance Scale (DJPS) which contained 15 questionnaire items and was used to gather data on the independent variable of the study while the second section was tagged "Digital Teachers' Job Performance (DTJP) and contained 10 questionnaire items and was used to collect data on the dependent variable of the study. The instrument was face and content validated using experts in relevant fields. The average reliability of DJPS was 0.81 while that of DTJP was 0.80 using Cronbach alpha statistics. Simple regression was used to answer the research question while multiple regression was used to test the hypothesis at 0.05 level of significance with t-test associated with simple and multiple regression. Distribution of the instrument was done by the research with five trained research assistants. Out of 1856 questionnaire copies distributed, 1849 copies were retrieved and used for the results analysis which gave the retrieval rate of 99.6%.

### Analysis

**Research Question:** What is the correlation between effective financial management practices and digital teachers' job performance secondary schools in Anambra State?

**Table 1: Pearson's correlation between teachers' perception of principals' digitalizing finance management and digital teachers' job performance**

Digitalizing	N	Digitalized financial management practices	Teachers' Job Performance	Remark
digitalizedfinancial management practices	2, 523	1	.372	
Teachers' job Performance	2, 523	.372	1	Low positive

As shown on Table 5, the correlation between teachers' perception of principals' digitalized financial management and digital teachers' job involvement is  $r = 0.372$ . The correlation coefficient (0.372) shows that a low positive relationship exists between teachers' perception of principals' digitalized financial management and teachers' job involvement in public secondary schools in Anambra State.

**Hypothesis:** There is no significant correlation between teachers' perception of principals' digitalized



financial management and teachers' job involvement in public secondary schools in Anambra State.

**Table2: Test of Significance of Pearson's correlation between reception of principals' digitalized financial management and teachers' job involvement**

Digitalizing	N	Digitalized financialmanagement	Teachers' Job Involvement	P value	Remark
Digitalized financialmanagement	2, 523	1	-.827	.616	Not
Teachers' Job Involvement	2, 523	-.827	1	Significant	

The data on table 12 show that the Pearson correlation coefficient,  $r = -0.827$  and p-value of 0.616. Since the p-value is greater than 0.05 (p value.  $> .05$ ), the null hypothesis is not rejected, therefore, there is no significant relationship between male teachers' perception of principals' digitalized financial management and teachers' job involvement in public secondary schools in Anambra State.

## Discussions

The result of the study showed no significant correlation between teachers' perception of principals' digitalized financialmanagement and teachers' job involvement in public secondary schools in AnambraState. What this means is that an increase in level of finance managementmay not likely lead to increase in teachers' job involvement in public secondary schools in Anambra State. This is because an innovative teacher who can improvise in the class may not bother how the school fund is being managed. Again, management of funds is the duty of the principal and the bursar. Since teachers are not mostly involved in this issue, the reason for the no significant correlation becomes evident. The teachers seem not to bother how the school funds are being managed.

This result is supported by the findings of Oboegbulem (2013) who found no significant correlation between teachers' perception of finance management and their job involvement. However, the result is not in support of the finding of Nyanyuki, Okioga, Ojera, Nyabwanga and Nyamwamu (2021) who found that teachers' perception of finance management significantly influenced their job involvement. Again, the finding of Huseein (2019) indicated positive correlation between finance management and female teachers' job involvement.

Furthermore, the study indicated that the relationship between teachers' perception of principals' digitalized management of school plant and teachers' jobinvolvement in public secondary schools in Anambra State is significant. The meaning is that when there is an increase in the principals' digitalized management of school plant, the level of the teachers' job involvement will likely increase. The importance of digitalized management of school plant cannot be over emphasized. In a school where adequate facilities are provided and effectively managed, it is most likely that the teachers in the school will be very well involved in their job, all things being equal. This finding of the study indicated that effective management of school plant is a major factor influencing teachers' job involvement. This may be interpreted as digitalized management of school plant exerting an influence on teachers' job involvement.

This result is consistent with Livala, Bulus, Daver and Livala (2021) who found that management of school plant correlates with teachers' job involvement. The result also supports the findings of Nwafukwa, Onele and Anigbo (2019) who found that the relationship between teachers' perception of management of school plant and their job involvement is significant. This also agree with the findings of Arowojolu, Yinusa, Amehand, Arowojolu (2019) who found teachers to have show a significant higher level of involvement to their job in relation to their school plant management. This is to say that teachers' perception of digitalized school plant management is a significant factor in their job involvement.





## Conclusion

Based on the interpretations of the findings, the data collected and analysis and discussion of results, it is concluded that teachers perceived a low positive correlation between principals' effective administration and their job involvement. There is statistically significant correlation between teachers' perception of effective secondary school administration and their job involvement. Finally, joint relationship exists between teachers' perception of principals' digitalized school administration and their job involvement in public secondary schools in Imo State is significant.

## Recommendation

Based on the findings of this study, the following recommendations are made.

1. The government should set up special intervention programmes geared at sensitizing principals on the need for digitalized school finance management as this will improve digital teachers' job involvement through adequate financial provision.

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