



## Flexible work arrangement and resources allocation among business education lecturers job performance in Public Universities in South-South, Nigeria

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### Abstract

The study sought to examine the relationship between flexible work arrangements, resource allocation, and the job performance of Business Education lecturers in public universities located in South-South Nigeria. To achieve this objective, the study was guided by two research questions and two null hypotheses. A correlational survey research design was adopted as the methodological framework. Data were collected through a structured questionnaire administered to a census of 123 Business Education lecturers, all of whom constituted the study population. The data obtained were analyzed using the Pearson Product-Moment Correlation (PPMC) statistical technique to test the hypotheses at the 0.05 level of significance. The findings revealed a strong positive relationship between flexible work arrangements and lecturers' effectiveness in course design. Similarly, the results indicated a strong positive relationship between resource allocation and lecturers' involvement in curriculum development. Based on these findings, the study concluded that both flexible work arrangements and adequate resource allocation significantly contribute to enhancing the job performance of Business Education lecturers in public universities. Consequently, it was recommended that government agencies and regulatory authorities, particularly the National Universities Commission (NUC), should provide increased financial support for Business Education programmes and formulate policies that promote flexible work practices within universities. In addition, university management should actively engage Business Education lecturers in curriculum development processes, encourage their participation in departmental deliberations and decision-making, involve them in budgeting and resource allocation activities, and strengthen shared governance mechanisms across faculties and departments to improve institutional effectiveness.

**Keywords:** Business education lecturers, flexible work-arrangement, job performance, resource allocation

### Introduction

Teachers' stress is a specific type of occupational stress as teaching has been viewed as a stressful occupation, and this has been recognized as a widespread problem in the educational sector (Gustem-Carnicer *et al*, 2019) <sup>[1]</sup>. In addition to academic requirements related with family members, faculty members, personal desires, and even time management, more strain is caused by social adjustment for newly employed teachers, particularly adjusting to life and managing family and friends. Teacher's stress has been identified as the teachers experience from unpleasant negative emotions which includes anger, depression and physiological changes such as rise in heart rate. This occurs as a result of some features of the instructor's employment that constitute a threat to his or her self-worth or well-being. Because of this, Khandelwa and Chanber (2020) classified teachers' stress as being caused by certain aspects of their profession as educators and characterized by unpleasant negative feelings like irritation, despair, worry, and anxiousness. Flexible work schedules are essential for fostering inclusion because they allow lecturers in business education to come from a variety of backgrounds. For example, a lecturer in business education who has a disability might discover that flexible hours are crucial to meeting their particular demands. Similarly, these arrangements help lecturers in business education who may struggle with strict work schedules (Odia and Onyeizugbe, 2024) <sup>[11]</sup>. Resource allocation entails the appropriate distribution of financial resources, such as wages, grants, and money for teaching and research, to business education lecturers in order to ensure the efficacy of teaching,

research, and service delivery. It includes giving lecturers access to teaching and learning resources, including as software, lab equipment, and textbooks, to help them deliver the curriculum. The appointment of enough staff, such as teaching assistants or technical assistants, to assist business education lecturers in carrying out their responsibilities is another aspect of resource allocation (Bello and Adegoke, 2019). Work-related stress management encompasses strategies aimed at mitigating, regulating, or addressing stressors, thereby improving the well-being and job performance of Business Education lecturers in South-South Nigeria, the management of work-related stress among Business Education lecturers may be influenced by structural, organizational, and individual factors. Organizational support mechanisms, including flexible work arrangements, and resource allocation, significantly impact the job performance of lecturers (Fanuyide, 2021) <sup>[6]</sup>. Empirical research is therefore required to investigate the relationship between the job performance of Business Education lecturers in Nigerian universities and flexible work arrangements and resource allocation, especially in the context of work-related stress. Closing this gap will improve knowledge of how organizational management techniques can boost Business Education lecturers' output in public universities in South-South Nigerian.

### Objectives of the study

1. establish the relationship between flexible work arrangement and Business Education lecturers course design in public universities in South-South, Nigeria

2. evaluate the relationship between resources allocation and Business Education lecturers' curriculum development in public universities in South-South, Nigeria

### Research Questions

1. what is the relationship between flexible work arrangement and Business Education lecturers' course design in public universities in South-South, Nigeria?
2. what is the relationship between resources allocation and Business Education lecturers' curriculum development in public universities in South-South, Nigeria?

### Hypotheses of the Study

**H<sub>01</sub>:** There is no significant relationship between flexible work arrangement and Business Education lecturers' course design in public universities in South-South, Nigeria

**H<sub>02</sub>:** There is no significant relationship between resources allocation and Business Education lecturers' curriculum development in public universities in South-South, Nigeria

### Methodology of the Study

This study employed a correlational survey research design to examine the relationships among the variables of interest. The research was conducted in public universities offering Business Education programmes across the South-South geopolitical zone of Nigeria. The South-South region comprises six states: Akwa Ibom, Bayelsa, Cross River, Delta, Edo, and Rivers. The region is characterized by significant cultural and ethnic diversity, reflecting the various indigenous nationalities that inhabit the area. According to the National Population Commission (NPC, 2016) <sup>[10]</sup>, the South-South has an estimated population of approximately 26 million people, representing about 12–13% of Nigeria's total population. Geographically, the

region spans an estimated 85,000 to 90,000 square kilometres, accounting for approximately 9–10% of the country's total landmass of 923,768 square kilometres. Its physical landscape is predominantly made up of coastal plains, extensive mangrove forests, tropical rainforests, riverine environments, and numerous creeks associated with the Niger Delta basin. The sample size of the study was all the 132 Business Education lecturers in public universities that offer Business Education in South-South. A census sampling technique was used in the selection of the 131 Business Education lecturers. The reason for adopting a census sampling technique was because the sample size was manageable by the researcher. Education lecturers in public universities located within the South-South geopolitical zone of Nigeria. The administration of the instrument was facilitated by eight trained research assistants to ensure effective coverage of the study area. Out of the 132 questionnaires distributed, 123 were properly completed and successfully retrieved, yielding a response rate of 94%. These returned questionnaires constituted the data set used for the analysis. To address the two research questions, the study employed a four-point Likert rating scale with the following response categories: Very High Relationship (VHR = 4), High Relationship (HR = 3), Low Relationship (LR = 2), and Very Low Relationship (VLR = 1). The data collected were analysed using the Pearson Product-Moment Correlation (PPMC), an inferential statistical technique considered appropriate for determining the degree of relationship between variables. Furthermore, the two null hypotheses formulated for the study were tested at the 0.05 level of significance.

### Results and Discussion

**Research Question 1:** What is the Relationship between Flexible Work Arrangement and Business Education Lecturers' Course Design in Public Universities in South-South, Nigeria?

**Table 1:** The Relationship between Flexible Work Arrangement and Business Education Lecturers' Course Design in Public Universities in South-South, Nigeria

| S/N | Item statement                                                                                                                     | VHR | HR | LR | VLR | (X)         | (SD)        | Decision  |
|-----|------------------------------------------------------------------------------------------------------------------------------------|-----|----|----|-----|-------------|-------------|-----------|
| 1.  | There is a relationship between work time arrangements and proper design of course objective for betterment of learners            | 35  | 36 | 25 | 27  | 2.64        | 0.82        | HR        |
| 2.  | There is a relationship between rescheduling of time and adequate design of courses objectives                                     | 36  | 36 | 25 | 26  | 2.67        | 0.85        | HR        |
| 3.  | A relationship exists between doing tasks at the best time and improving the structuring of the assignment for learners            | 34  | 34 | 27 | 28  | 2.60        | 0.79        | HR        |
| 4.  | There is a relationship between flexible place of work and proper structuring of test for learners                                 | 38  | 39 | 23 | 23  | 2.75        | 0.87        | HR        |
| 5.  | Relationship exists between adequate time arrangements and designing of suitable course objectives for learners                    | 39  | 39 | 23 | 22  | 2.77        | 0.88        | HR        |
| 6.  | There is a relationship between giving room to work from home and the effective design of impactful objectives skills for learners | 40  | 39 | 22 | 22  | 2.79        | 0.84        | HR        |
|     | <b>Weighted Mean</b>                                                                                                               |     |    |    |     | <b>2.70</b> | <b>0.84</b> | <b>HR</b> |

**Note:** HR = High Relationship; VHR = Very High Relationship; LR = Low Relationship and VLR = Very Low Relationship (X) = Mean and (SD) = Standard Deviation

Table 1 shows that there is a relationship between work time arrangements and proper design of course objective for betterment of learners with a mean of 2.64 and SD of 0.82, there is relationship between rescheduling of time and adequate design of courses objectives with a mean of 2.67 and SD of 0.82, relationship exists between doing tasks at best time and improving on the structuring assignment for learners with a mean of 2.60 and SD of 0.79, there is a

relationship between flexible place of work and proper structuring of test for learners with a mean of 2.75 and SD of 0.87, relationship exists between adequate time arrangements and designing of suitable course objectives for learners with a mean of 2.77 and SD of 0.88 and there is a relationship between giving room to work from home and effective design of impactful objectives skills for learners with a mean of 2.79 and SD of 0.84. All six items in Table 1

were of high relationship responses since all the means were above 2.5. The weighted average mean of 2.70 and SD of 0.84 also confirmed that all six items were of high relationship responses. This in line with the research work of Mugove *et al.*, (2024) <sup>[9]</sup> who stated that an employee who works under flexible work arrangements feels more motivated than one who works under a fixed work schedule. Bett *et al.*, (2022) <sup>[3]</sup> and Adewale and Ogunsola, (2019) yielded similar results, indicating that the implementation of

flexible work arrangements leads to a reduction in absenteeism, an increase in service-providing working hours, and the ability for employees to pursue alternative employment opportunities.

**Research Question 4:** What is the Relationship between Resource Allocation and Business Education Lecturers` Curriculum Development in Public Universities in South-South, Nigeria?

**Table 2:** The Relationship between Resources Allocation and Business Education Lecturers` Curriculum Development in Public Universities in South-South, Nigeria

| S/N | Item statement                                                                                                                                                      | VHR | HR | LR | VLR | (X)         | (SD)        | Decision  |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|----|-----|-------------|-------------|-----------|
| 1.  | There is a relationship between adequate funds allocation and adequate Business Education course contents development                                               | 41  | 41 | 20 | 21  | 2.86        | 0.85        | HR        |
| 2.  | There is a relationship between time allocation and the robust development of course objectives                                                                     | 40  | 41 | 20 | 22  | 2.80        | 0.78        | HR        |
| 3.  | There is a relationship between equitable allocation of staff and timely delivery of Business Education courses contents development                                | 43  | 42 | 19 | 20  | 2.89        | 0.83        | HR        |
| 4.  | There is a relationship between inadequate allocation of instructional tools and proper development of Business Education courses objectives for skills development | 41  | 42 | 20 | 20  | 2.85        | 0.85        | HR        |
| 5.  | Relationship exists between access to research grants and development of concentrated practical courses objectives for global workplace                             | 37  | 37 | 25 | 24  | 2.71        | 0.76        | HR        |
| 6.  | The relationship between proper resource allocation of allowances and effectiveness development of teaching outcomes for learners.                                  | 39  | 38 | 23 | 23  | 2.76        | 0.77        | HR        |
| 7   | Relationship exists between professional manpower allocation and crafting of specialised curriculum to meet industry needs.                                         | 35  | 35 | 27 | 26  | 2.64        | 0.78        | HR        |
| 8   | There is a relationship between allocation of ICT tools and development of digital Business Education courses objectives                                            | 36  | 36 | 26 | 25  | 2.68        | 0.76        | HR        |
|     | <b>Weighted Mean</b>                                                                                                                                                |     |    |    |     | <b>2.76</b> | <b>0.79</b> | <b>HR</b> |

**Note:** HR = High Relationship; VHR = Very High Relationship; LR = Low Relationship and VLR = Very Low Relationship (X) = Mean and (SD) = Standard Deviation.

Table 2 shows that there is a high relationship between adequate funds allocation and adequate Business Education course contents development with a mean of 2.86 and SD of 0.85, there is a relationship between time allocation and robust development of courses objectives with a mean of 2.80 and SD of 0.78, there is a relationship between equitable allocation of staff and timely delivery of Business Education courses contents development with a mean of 2.89 and SD of 0.83, there is also a relationship between inadequate allocation of instructional tools and proper development of Business Education courses objectives for skills development with a mean of 2.85 and SD of 0.85, relationship exists between access to research grants and development of concentrated practical courses objectives for global workplace with a mean of 2.71 and SD of 0.76, there relationship between proper resource allocation of allowances and effectiveness development of teaching outcomes for learners with a mean of 2.76 and SD of 0.77, relationship exists between professional manpower allocation and crafting of specialised curriculum to meet

industry needs with a mean of 2.64 and SD of 0.79 and there is a relationship between allocation of ICT tools and development of digital Business Education courses objectives with a mean of 2.68 and SD of 0.79. All eight items in Table 2 were of high relationship responses since all the means were above 2.5. The weighted average mean of 2.76 and SD of 0.79 also confirmed that all eight items were of high relationship responses.

This finding is in line with Bello and Adegoke (2022) <sup>[2]</sup>, who stated that insufficient funds and poor resource allocation hinder the effective teaching and learning of business education in Nigerian colleges of education. Adequacy of instructional resources significantly influences the teaching effectiveness of business education lecturers in South-West Nigeria

### Hypotheses Testing

**Hoi:** There is no significant relationship between flexible work arrangement and Business Education lecturers` course design in public universities in South-South, Nigeria

**Table 3:** Bootstrapping and Bivariate Correlation between Flexible Work Arrangement and Business Education Lecturers` Course Design in Public Universities in South-South, Nigeria

|     |          | 95% CI | 5000 Resample Bootstrap with BCa Estimates |       |      |      |      |
|-----|----------|--------|--------------------------------------------|-------|------|------|------|
| S/N | Pathways | r      | p                                          | Bias  | SE   | LL   | UL   |
| 1.  | FWA → CD | .674** | .000                                       | .004  | .082 | .354 | .734 |
| 2.  | CD → JP  | .701** | .000                                       | .006  | .027 | .643 | .781 |
| 3.  | FWA → JP | .743** | .000                                       | -.005 | .086 | .676 | .865 |

**Note.** \*\*. Correlation is significant at the 0.05 level (2-tailed), Unless otherwise noted, bootstrap results are based on 5000 bootstrap samples, N = 123, p < 0.05, FWA = Flexible Work Arrangement, CD = Course Design, JP = Job Performance, CI = Confidence Interval.

Table 3 showed the correlation between flexible work arrangement and Business Education lecturers course design in public universities in South-South, Nigeria. The Table 3 showed that the correlation between flexible work arrangement and Business Education lecturers course design in public universities in South-South, Nigeria was positively high ( $r = 0.674, p < 0.05$ ). The Table 4.10 further showed that the correlation between Business Education lecturers course design and job performance in public universities in South-South, Nigeria was positively high ( $r = 0.701, p < 0.05$ ) and the correlation between flexible work arrangement and job performance in public universities in South-South, Nigeria was positively high ( $r = 0.743, p < 0.05$ ). Therefore,

the null hypothesis was rejected that there is significant relationship between flexible work arrangement and Business Education lecturers course design in public universities in South-South, Nigeria.

This collaborated with the work of Mugove *et al*, (2024) <sup>[9]</sup> who stated that flexible work arrangements have a positive significant relationship with job performance among non-teaching employees in the selected public universities in Western Kenya.

**Ho2:** There is no significant relationship between resources allocation and Business Education lecturers' curriculum development in public universities in South-South, Nigeria

**Table 4:** Bootstrapping and Bivariate Correlation between Resources Allocation and Business Education Lecturers' Curriculum Development in Public Universities in South-South, Nigeria

|     |          | 5000 Resample Bootstrap with BCa Estimates |      |       |      |      |      |
|-----|----------|--------------------------------------------|------|-------|------|------|------|
|     |          | 95% CI                                     |      |       |      |      |      |
| S/N | Pathways | r                                          | p    | Bias  | SE   | LL   | UL   |
| 1.  | RA → CD  | .783**                                     | .000 | .003  | .078 | .354 | .745 |
| 2.  | CD → JP  | .797**                                     | .000 | .005  | .032 | .631 | .796 |
| 3.  | RA → JP  | .812**                                     | .000 | -.007 | .075 | .742 | .872 |

Note. \*\*, Correlation is significant at the 0.05 level (2-tailed), Unless otherwise noted, bootstrap results are based on 5000 bootstrap samples,  $N = 123, p < 0.05$ , RA = Resources Allocation, CD = Curriculum Development, JP = Job Performance, CI = Confidence Interval.

Table 4 showed the correlation between resources allocation and Business Education lecturers curriculum development in public universities in South-South, Nigeria. The Table 4.11 showed that the correlation between resources allocation and Business Education lecturers curriculum development in public universities in South-South, Nigeria was positively ( $r = 0.783, p < 0.05$ ). The Table 4 also showed that the correlation between Business Education lecturers curriculum development and job performance in public universities in South-South, Nigeria was positively high ( $r = 0.797, p < 0.05$ ) and the correlation between resource allocation and job performance in public universities in South-South, Nigeria was positively high ( $r = 0.812, p < 0.05$ ). Therefore, the null hypothesis was rejected that there is significant relationship between resources allocation and Business Education lecturer's curriculum development in public universities in South-South, Nigeria.

#### Conclusion and Recommendation

From the findings, the following conclusions were drawn; there was a high relationship between Flexible Work Arrangement and Business Education Lecturers' Course Design, and a high relationship between Resource Allocation and Business Education Lecturers' Curriculum Development. It hereby recommended that Government agencies and regulatory bodies such as the National Universities Commission (NUC) should increase funding for Business Education programs in universities and develop national policies supporting flexible academic work arrangements. Universities should include Business Education lecturers in curriculum development committees, encourage departmental meetings that allow lecturers to contribute ideas, involve lecturers in budget planning and resource allocation decisions and promote shared governance structures within faculties and departments

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