

INFLUENCE OF EDUCATIONAL PLANNING ON CASHLESS POLICY IN RIVERS STATE OWNED UNIVERSITIES

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Abstract

This study investigated the influence of educational planning on cashless policy in Rivers State owned Universities; namely: Rivers State University, Nkpolu Oroworukwo and Ignatius Ajuru University of Education, Port Harcourt. The study adopted descriptive research design. Two research questions and two hypotheses were formulated to guide the study. The population of the study comprised all level 400 hundred students of Rivers State own universities. The sample size of 370 students of level 400 was selected for the study. The instrument titled Educational Planning Questionnaire (EPQ) and Cashless Policy Questionnaire (CPQ) was used for data collections. The instrument is divided into two parts: A and B. Part A is the personal data section while Part B is the core items selection. The core item section is divided into 3 clusters. The response options used on the instrument in cluster one are strongly agreed. (SA) Agreed (A) strongly disagreed (SD) disagreed (D). Copies of the instrument and the research questions and hypothesis were given to them to read and make corrections in terms of the formatting and relationship of the items to the research questions. The reliability of the instrument was 0.83. A set of 30 copies was administered on the respondents once. After coding and collating, the cronbach's Alpha reliability method was used to calculate the coefficient which gave the value of 0.85. The data of the study was collected by personal hand delivery of the instrument to the respondents. Research assistants were trained and used for the data collection. The data collected from the instruments were analyzed using Mean, Standard deviation and independent t-test statistics. Various strategies of educational planning should be adopted to manage cashless policy in Nigeria.

Keywords: Influence, Educational Planning, Cashless Policy, Rivers State owned Universities.

Introduction

The important of educational planning cannot be overemphasized. Educational planning is the process of determining in advance what is to be done including clarification of goals, establishment of policies, mapping, out of programs and campaigns, fixing specific methods of procedures and fixing day to day schedule (Newman, 2019). Educational planning is an activity that involved in foretelling the future and preparing for it. Educational planning involves setting of objectives, strategies and procedures for achieving pre-determined objectives. According to Idungafa (2021), educational planning, in its broadest generic sense, is the application of rational, systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and

goals of its students and society. It includes planning for specification and intelligent preparation for actions. In addition, Okon (2020) viewed educational planning as the process of making an intelligent preparation for action to take place.

The term educational planning is the major guideline for development of any individual, institution, organization and society in every respect. It is essential for development of every nation and according to which changes would have been brought in social, political, economic, cultural and educational sphere in a systematic and orderly manner. Educational planning plays a pivotal role by enabling managers to think before acting, and to act according to facts, not, conjectures or speculation. Effective educational planning selects among alternatives explores, routes before travel begins and identifies possible or probable outcomes or action before the executive and the organization committed to any (Wardir, 2020). Educational planning is regarded as the process of setting out in advance a pattern of action to bring about overall national policies by the closest possible articulation of means and ends (Philip, 2019).

In the light of above definitions, it can be highly stated that educational planning is the process of preparing a set of decisions for action in the future and directed towards realizing some goals by the best possible means. Hence the essence of educational planning is the assessment of as many operational alternatives as possible and then selecting the best for launching action. Frank (2020) reported that educational planning is considered as a process of thinking which refers to many possible alternatives of action which are likely to achieve the goals of a programme, institution or organization. It helps to choose or decide the best alternative of future action in relation to both the goals and available resources. Planning is essential in the field of education entitled as “Educational Planning” which is a major requirement in the contemporary society. The complexities of the present scientifically developed and technologically advanced society have given special position to the need for planning in education (Curvey, 2019).

Educational planning is the process by which educational goals and objective are achieved through collective and collaborative human efforts in suitable environment. Educational planning means running of educational institutions which involves guidance, leadership and controlling of efforts of individuals in the achievement of goals of the institution (Curvey, 2019). It is a mean through which good governance can be achieved. This implies that the quality of good planning requires efforts’ from multiple stakeholders, groups including teachers, administrators and also the type of administrative roles adopted by the administrators among others. Planning is the process by which goals are achieved through collective and collaborative human efforts in suitable environment. Educational planning is essentially a service, activity or tool through which the fundamental objectives of the educational process maybe more fully and efficiently realized (Frank, 2018). It involves prudent organizing and directing of resources and high degree of accountability on the part of school members especially the principal.

Like planning in any field, educational planning help to explore the best possible means of making the greatest use of available resources leading to the maximum realization of the educational aims and objectives, both individual and social (Curvey, 2019). Educational planning assists in a systematic design of action for realization of educational aims and

objectives for individual and social development through maximum utilization of available resources. In practical perspective, educational planning is utilized by an administrator while performing the role of a leader, decision-maker, and change agent in an economic and business world. Educational planning plays a strong role on cashless policy in Nigeria. Cashless policy is policy on cash-based transactions that seeks to reduce the amount of physical cash circulating in the economy, and not to eliminate it – as well as to encourage more electronic-based transactions in the payments for goods, and services among others. According to Adima (2022), the cashless policy is aimed at scaling up financial inclusion and reducing cases of armed robbery, kidnapping, terrorism financing, advance fee fraud, graft, ransom payment, extortion and other crimes.

Cashless policy according to Frank (2020) has been a tool for economic management to bring about sustainable economic growth and development. Cashless policy is a policy where transaction can be done without necessarily carrying physical cash as a means of exchange of transaction but rather with the use of credit or debit card or other electronic media of payment for goods and services. It is one of the prerequisite for the development of national economy. According to Ojo (2019), one of the prerequisite for the development of national economy is to encourage a payment system that is secure, and affordable. In this regard, developed countries of the world, to a large extent, are moving away from paper payment instruments toward electronic ones, especially payment cards (Ojo, 2019). Electronic Payments (Cobb, 2022) have a significant number of economic benefits apart from their conveniences and safety. These benefits when maximized can go a long way in contributing immensely to economic development of a nation Automated electronic payments help deepen bank deposits thereby increasing funds available for commercial loans – a driver of all of overall economic activity. According to (Cobb), 2022, efficient safe and convenient electronic payment carry with them a significant range of macro – economic benefits.

For consumers, cashless policy helps to increased convenience; more service options; reduced risk of cash related crimes (Cobb, 2022). It promotes cheaper access to (out-of-branch) banking services and access to credit. Faster access to capital; reduced revenue leakage; and reduced cash handling costs. For Government, Cashless policy increased tax collections; greater financial inclusion; increased economic development. According to Idungafa (2021), a secure cashless system can guarantee anonymity of legitimate users but also provides traceability about illegally issued cash or laundered money. Cashless policy can help deepen bank deposits thereby increasing funds available for commercial. The policy can also help trace double spending protects content by exposing the double spender's identity, digital cash is a fool proof way of guarding against illegal redistribution of intellectual property and materials (Monna, 2023).

Effective educational planning helps in the management of cashless policy. There are several types of educational planning that can be use to manage cashless policy in Nigeria. These include planning for administration, planning curricular development, planning for non-academic or co-curricular activities, planning for school-community relations, planning for discipline, planning for developmental activities and planning for proper utilization of community resources for total development of the institution. This study focuses on administrative planning and developmental activities planning. Administrative planning refers to planning in administrative perspective. In the field of education, administrative

planning relates to distribution of responsibilities and powers for different levels of education. In administrative educational planning, the administrative responsibilities and powers are phase-wise planned in relation to the level of different educational administrators. It is effective in enhancing management of cashless policy.

Developmental planning is a type of planning bringing about total development of an educational institution or organization. This planning includes planning for student welfare services, planning for sports and games, planning for social activities and programmes, planning for cultural activities and programmes, planning for hobbies, planning for cash usage and planning for the use of electronic machine for cash withdrawal. Based on this background, the present study seeks to investigate the influence of educational planning on cashless policy in Rivers State owned Universities.

Objective of the Study

The specific objectives of this study are:

1. To determine the influence of educational planning on cashless policy in Rivers State owned Universities
2. To determine the influence of developmental planning on cashless policy in Rivers State owned Universities

Research Questions

The following research questions were raised to guide this study:

1. What is the influence of educational planning on cashless policy in Rivers State owned Universities?
2. What is the influence of developmental planning on cashless policy in Rivers State owned Universities?

Research Hypotheses

The following hypotheses were tested at 0.05 level of significance

1. There is no significant influence of educational planning on cashless policy in Rivers State owned Universities
2. There is no significant influence of developmental planning on cashless policy in Rivers State owned Universities

Research design

The study adopted descriptive research design. Two research questions and two hypotheses were formulated to guide the study. This design was adopted because it looks at and describes the attributes of interest of a phenomenon as they are. The population of the study comprised all level 400 hundred students of Rivers State own universities. The sample size of 370 students of level 400 students was selected for the study. The instrument titled Educational Planning Questionnaire (EPQ) and Cashless Policy Questionnaire (CPQ) were use for data collections. The instrument is divided into two pans: A and B. Part A is the personal data section while Part B is the core items selection. The core item section is divided into 3 clusters. The response options used on the instrument in cluster one are strongly agreed. (SA) Agreed (A) strongly disagreed (SD) disagreed (D). Copies of the instrument and the research questions and hypothesis were given to them to read and make corrections in terms of the formatting and relationship of the items to the research questions. The reliability of the

instrument was 0.83. A set of 30 copies was administered on the respondents once. After coding and collating, the cronbach's Alpha reliability method was used to calculate the coefficient which gave the value of 0.85. The data of the study was collected by personal hand delivery of the instrument to the respondents. Research assistants were trained and used for the data collection. The data collected from the instruments were analyzed using Mean, Standard deviation and independent t-test statistics.

Results

The following results were obtained from the study:

Research Question 1

What is the influence of educational planning on cashless policy in Rivers State owned Universities?

Table I: Mean and standard deviation of the influence of educational planning on cashless policy in Rivers State owned Universities

| Variables | N | Mean | Standard Deviation | Mean Difference |
|-------------------------|-----|-------|--------------------|-----------------|
| Administrative planning | 370 | 45.66 | 10.46 | |
| Cashless policy | 370 | 33.46 | 12.25 | 12.20 |

N=370

The data presented in Table 1 above shows that the mean scores of administrative planning is 45.66 with the standard deviation of 10.46. However, the mean scores of cashless policy is 33.46 with the standard deviation of 12.25 and the mean difference of 12.20. This indicated that administrative planning has an influence on cashless policy.

Research Question 2

What is the influence of developmental planning on cashless policy in Rivers State owned Universities?

Table 2: Mean and standard deviation of the influence of developmental planning on cashless policy in Rivers State owned Universities

| Variables | N | Mean | Standard Deviation | Mean Difference |
|----------------------|-----|-------|--------------------|-----------------|
| Developmental policy | 370 | 42.15 | 11.36 | |
| Cashless policy | 370 | 33.46 | 14.02 | 8.69 |

N=370

The data presented in Table 2 above shows that the mean scores of developmental planning is 42.15 compared to the mean score of cashless policy 33.46 with the mean difference of 8.69. The standard deviation of 11.36 for developmental planning and 14.02 for cashless policy prove that developmental planning has influence on cashless policy.

Null Hypothesis 1

There is no significant influence of educational planning on cashless policy in Rivers State owned Universities

Independent t-test of educational planning on cashless policy in Rivers State owned Universities.

| Variables | N | Mean | SD | t-cal | Df | t-crit | Discussion |
|-------------------------|-----|-------|-------|-------|-----|--------|------------|
| Administrative planning | 370 | 45.66 | 10.46 | 9.74 | 318 | 1.96 | SN |
| Cashless policy | 370 | 33.46 | 12.25 | | | | |

N=370, Significance at 0.05 alpha level.

Table 4 presents the test for hypothesis one which shows that the calculated t-value is 9.74 is greater than the critical value of 1.96 at 318 degrees of freedom and 0.05 level of significance, hence the null hypothesis is rejected. Therefore, there is a significance influence of educational planning on cashless policy in Rivers State owned Universities.

Null Hypothesis 2

There is no significant influence of developmental planning on cashless policy in Rivers State owned Universities

Table 4: Independent t-test of the influence of developmental planning on cashless policy in Rivers State owned Universities

| Variable | N | Mean | SD | t-cal | Df | t-crit | Discussion |
|------------------------|-----|-------|-------|-------|-----|--------|------------|
| Developmental planning | 370 | 42.15 | 11.36 | | | | |
| | | | | 4.68 | 318 | 1.96 | SN |
| Cashless policy | 370 | 35.61 | 14.02 | | | | |

N=370, Significance at 0.05 alpha level

Table 4 presents the test for hypothesis two which shows that the calculated t-value of 4.68 is greater than the critical value of 1.96 at 318 degrees of freedom and 0.05 alpha level of significance. Hence, the null hypothesis is rejected. Therefore, there is a significant influence of developmental planning on cashless policy in Rivers State owned Universities

Conclusion

Based on the findings of the study, it is concluded that there is a significant influence of educational planning on cashless policy in Rivers State owned Universities. This is so because it was discovered that administrative planning and developmental planning significantly influence cashless policy in Rivers State owned Universities.

Recommendations

Based on the findings of this study, it is recommended that:

1. Various strategies of educational planning should be adopted to manage cashless policy in Nigeria.
2. There is therefore the need to create more awareness to entice small scale businesses and larger percentage of the Nigeria population is unbanked and going cashless will

automatically get more people into the banking system. Most Nigerians are not aware of the benefits of electronic payments and are therefore slow to adopt it.

3. The banks must also be educated to promote e-payments; training programs for senior management of the banks and all other cadre. It is also further recommended that strategic segments of the economy be the subject of focus first especially the unbanked segment. In that way the vision of reducing the unbanked will be done gradually and systematically.

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