NIGERIAN RECESSION AFTERMATH: IMPLICATIONS FOR THE EDUCATIONAL MANAGEMENT OF STUDENTS IN TERTIARY INSTITUTIONS IN ANAMBRA STATE.

[1]Okoye, Faith Ogechukwu *Ph.D* & [2]Okorji, Perpetua *Ph.D*
[1&2]Department of Educational Management and Policy,
Faculty of Education, Nnamdi Azikiwe University, Awka.

Abstract
The study investigated Nigerian recession aftermath: implications for the educational management of students in tertiary institutions. Two research questions and one hypothesis guided the study. Descriptive survey design was adopted. 106 students were sampled from the 534 final year students in the nine departments, Faculty of Education Nnamdi Azikiwe University, Awka. Simple random sampling technique was employed to obtain 20% of the respondents from each department. The instrument for data collection was a questionnaire. The validation of the instrument was done by experts in Educational Management and Policy Department and an expert in Measurement and Evaluation in Educational Foundations Department of Nnamdi Azikiwe University, Awka. Cronbach alpha was used to determine the reliability of the instrument. This yielded reliability co-efficient of 0.85. Data obtained were analyzed through mean and t-test statistic. Findings of the study indicate that, educational management services are poorly provided in tertiary institutions due to recession aftermath. Also, dearth of funds affects the educational management of students in tertiary institutions. Based on the findings, the study recommends among others that, prioritizing adequate budgetary allocation and making adequate provisions for educational management of tertiary students by the government is imperative and apt.

Keywords: Recession, Educational Management, Tertiary Institution.

Introduction

Educational management of students in Nigerian tertiary institutions after recession navigates the developmental stride of the country. Effective educational management is a determinant factor that propels the quality of Nigerian tertiary education graduates as well as education curriculum delivery. To that end, the need to examine the implications of recession aftermath is of paramount importance.

Recession has no general acceptable definition but it is considered as a long period of decline of a nation's economy. Asides the foregoing, National Bureau of Economic Research (NBER) defines recession more broadly as 'a significant decline in economic activity spread across the economy lasting more than a few months, normally visible in real GDP growth, real personal income, employment, industrial production

and wholesale-retail sale. A recession begins when the economy reaches a peak of activity and ends when the economy reaches its trough.' (IMF 2009)

Recession is a social upheaval in the education sector which hinders and devastates academic attainment of tertiary students. It impacts negatively the various facets of the educational sector.

Consequently, Osalor (2016) laced his views regarding recession as a period when the economy of a nation declines significantly for at least six months. That means there is a drop in the following five economic indicators: real Gross Domestic Product (GDP), Income, Employment, Manufacturing and Retail Sales. The outcome of the indicators are interwoven, hence, may be imparting negatively on the educational management of tertiary institution students. Based on this platform, Osalor further noted that people often say that a recession is when the GDP growth rate is negative for two consecutive quarters or more.

Accordingly, the National Bureau of Economic Research (2010) as the official tracker of economic cycles in United States opined that recession is a period between a peak and a trough (of a business cycle) during which a significant decline in economic activity spreads across the economy. In addition, recessions are characterized by negative real GDP growth and increase in unemployment. Against this backdrop, Nigerian recession visualized as an economic downturn in many sectors of the nation's development, tertiary education inclusive received a different status when the federal government announced in September 2017 that, Nigeria is out of recession. This stance accentuated the views of many Nigerians. Oyesola (2018) wrote: The National Bureau of Statistic (NBS) said, "Nigeria has exited its worst economic recession in more than two decades, notching up growth of 0.55 per cent in the second quarter of 2017" The findings of the study will give credence to the veracity of the above assertion. On his part, Ademola, National President of Hotel and Personal Senior Staff Association countered the above view saying that, "the report was simply a theoretical discourse" which he backed up with cogent reasons.

Suffice it to say were the views of Fayemi (2018) Former Governor of Ekiti State, who presented the three cardinal themes of President Buhari's administration as: restoring security particularly in the North East, fighting corruption and rebuilding economy. Bearing in mind that the discourse of this paper hinges on the third or last cardinal theme, it brings to focus Fayemi's stance, as follows: "The economy is out of recession, even though we still have a lot of grounds to cover…" This distinctly highlights the import of this study. The veracity of "even though we still have a lot of grounds to cover…" elucidated the focus of the study on Nigerian recession aftermath, its implications to the educational management of tertiary institution students.

Educational management is a major thrust in the outcome of any academic enterprise, therefore Okoye and Ebenebe (2016) posit that, educational management deals with academic fields at all levels of learning in the school system. In that consideration, school managers need to be properly educated in the various thrusts of

the school system in order to be adequately equipped for the challenges arising from the students under their care.

In view of the foregoing, no organization can thrive without management which is a concept found in all human endeavours. Hence, management entails effective care, control of somebody or a situation in order to achieve the organisational objective. Based on the significant role of management in every organisation, Olugbenga, Ejeh and Salawu (2011) opined that management depicts guidance, leadership and control of the efforts of a group towards some common objectives. For the purposes of this work, management entails being in control or in charge of lecturer-student interaction, which encompasses qualified personnel counseling, peer interaction, government and parental involvement in the educational activities of students in Nigerian tertiary institutions. Given the above, one may be faced with the big question of what actually is being managed in Nigerian tertiary institutions. Obviously, issues such as, funds, personnel, school plant, human and material resources, payment of salaries, enrolment, learning experiences, core curricular among others are the challenging areas of management in Nigerian tertiary education after recession.

Buttressing the importance of management in education Ocho (2005) highlighted that, "the unquantifiable values attached to education management accounts for the reason why nations, organizations and even private individuals allocate financial resources, human and material resources on the provision of qualitative education for the citizens. One may be poised to question what the situation is regarding Nigerian tertiary education, when the nation had been declared to be out of recession since last year. Take funding of education as an example, 2018 budget for education in Nigeria is 7.04% despite the 26% UNESCO minimum budgetary requirement, education which is considered the bedrock of any nation's development notwithstanding.

Surprisingly, Alonta (2018) reporting the assertions of a legislator and Deputy Chairman, House Committee on Appropriation, Hon Chris Emeka Azubogu on justification for low budgetary allocation thus: "the abysmally low allocation to the education sector is based on resources available". To further justify his position, he said that the recommendation for education budget should be domesticated based on each nation's resources. This may imply that such advocates are ignorant of the values of requisite knowledge via education and its attendant benefits. As a result of the low budgetary funding of education, tertiary institutions bear the brunt alongside families in educating the students. At the same time, legislators with the like minds of Azubogu may encumber Nigerian development which cannot be achieved without adequate funding of education. The students on their part suffer untold hardship due to rising inflation rate, huger, inflated transport cost in a country where a few individuals control the economy. Abject poverty of some parents led to the ejection of undergraduates from their rented apartments among others.

It is pertinent to recall that any education devoid of functional enabling environment backed up by adequate funding cannot yield economic prosperity. At this juncture, one may allude that under funding of tertiary education after Nigeria recession

may be due to misplaced priority of educational benefits by the government. Today, it seems that all sectors of the tertiary institutions are drastically affected by the bite of recession aftermath and its repercussion grossly experienced in the output of poor quality graduates and in some cases drop outs.

The impacts of recession aftermath appear to truncate the enthusiasm with which the teachers in tertiary institutions discharge their duties. As a matter of fact, some have lost interest due to poor motivation, deprivations and lack of job satisfaction. The fate of tertiary education students relies on how the learning experiences are managed by these teachers who appear to be disgruntled with tertiary education system in Nigeria.

Against this background, Peretomode (2004) notes that the process of planning, organizing, coordinating and evaluating human and material resources are basic ingredients in educational management. Since educational management oversees all related activities concerning planning and formulation of educational polices, coordinating human and material resources in order to achieve educational objectives, researchers deemed it fit to study recession aftermath: implications for the educational management of students in tertiary institution.

Dishearteningly, Sobowale (2018) reporting about what he referred to as the Tsunami unfolding in Nigerian education lamented that, "for some inexplicable reasons, neither the Federal Government nor Ministries of Education (Federal and State) paid attention…" He noted that the repercussions will last longer than earth tremors and be more devastating. The researches do not out rightly concur with the view that both federal government and ministries of education paid no attention. Instead, how relevant were the measures taken by these bodies?

Nigerian tertiary institutions experienced the Federal government introduction of Treasury Single Account (TSA). This measure has its attendant problems starting from deprivation of promotion arrears, annual increments, irregular and shortfalls in payment of remuneration such as salaries among others. When lecturers are poorly motivated, the quality of output would be drastically affected, some lecturers may even compromise standards. On this note, Devanshi (2016) desired that, the education system cannot compromise standards and quality on the account of poor funding. Furthermore, he asserted that, "most institutions in Nigeria are confronting economic constraints and this slows down the speed of achieving the institutions activities. Since the funding of education is solely external at most levels (public or government schools) are mostly affected with the economic hardship whenever economic constraints bite hard on the education sector, there must be poor quality of service delivery which hamper the achievement of the national goals of education.

Accordingly, UNESCO (2009) stressed that in education financing economic recession has really affected the education sector. This is because, money gotten from the economy is supposed to be channel to the development of education, but owing to economic recession, the money needed in the educational sector is diverted to other sectors. This view presented the situation of Nigerian tertiary education whereby institutions are seemingly underfunded.

Against these backdrops, the researchers aimed at investigating Nigerian recession aftermath: implications for the educational management of students in tertiary institutions.

Statement of the Problem

Issues relating to recession seem to have continuously gained traction in the tertiary education system in Nigeria. Although, the country was declared to be out of recession in September 2017, it appears that the persistent challenges still linger, mar the course of educational management of tertiary institution students and hinder the developmental strides of the nation. To the researchers' dismay, some tertiary education students suffer untold hardship due to inadequate provision of learning materials, infrastructural facilities, school plant, inability to purchase textbooks, footing transport bills, non recruitment of qualified and commensurate personnel to the university stipulated carrying capacity, inadequate social amenities, stoppage of capital projects especially for needed accommodation and under funding.

The unpleasant recession aftermath seemingly affect the outcome of educational management for tertiary institutions. Thus, pushed some students to drop out because their parents cannot pay their school fees, some are driven out of examination halls due to non-payment of fees resulting from the economic hardship leashed on their parents. It is no longer news that many students presently undergo their undergraduate programmes without the needed learning materials especially textbooks; others were ejected from their rented apartments because they could not foot the bill. Some students come to lectures with empty stomach leading to failure of courses, and overstay at the long run. Presently, tertiary institutions hardly absorb students with excellent performance as staff due to meagre resources available for payments of salaries and the entanglements of treasury single account (TSA) instituted by the federal government.

Seeing therefore the need for adequate provision and management the tertiary education students, the researchers were spurred to empirically investigate Nigerian recession aftermath: implications to the educational management of students in tertiary institutions.

Research Questions

1. What are the recession aftermath experienced in educational management of tertiary education students?

2. What are the implications of poor funding of tertiary education students due to recession aftermath?

Hypothesis

Ho.1 There is no significant difference between male and female students' responses on recession aftermath in educational management of tertiary education.

Method

Descriptive survey design was adopted for the study. The population of the study consisted 534 final year students in Faculty of Education, Nnamdi Azikiwe University, Awka. Simple random sampling method was used to obtain 20% of the respondents from the nine departments, which gave a sample of 106 students. The instrument for data collection was a 27- item questionnaire validated by three experts, two from Educational Management and Policy and one from Measurement and Evaluation in Educational Foundations Department, Nnamdi Azikiwe University Awka. Cronbach Alpha was used to ascertain the reliability of the instrument which yielded a co-efficient of 0.85. The data obtained were analyzed through mean deviation and t-test statistics. Any item with a mean score of 2.50 and above is considered as agreed whereas any mean score less than 2.50 is regarded as disagreed.

Research question 1

What are the recession aftermath experienced in educational management of students in tertiary institutions?

Table 1: Mean score responses on recession aftermath in educational management of tertiary education students

S/N	ITEMS	$\bar{X}$	REMARK
A	Undergraduate students in tertiary institution experience the aftermath of recession in education services such as:		
1.	Instructional materials.	3.54	Agree
2.	Textbook purchases.	3.47	Agree
3.	School bus services.	3.25	Agree
4.	Transportation cost.	3.23	Agree
B	Infrastructural facilities.	3.31	Agree
5.	Adequate classroom/accommodation.	2.86	Agree
6.	Provision of adequate conveniences.	2.96	Agree
7.	Micro-phones for large classes.	2.90	Agree
8.	Provision of facilities in line with carrying capacity of institution.	2.58	Agree
9.	Food: belt tightening measures.	3.54	Agree
B.	Recession aftermath affects areas of school personnel		Agree
10	Recruitment of qualified staff	2.97	Agree
11.	Elimination of field trips.	3.38	Agree
12.	Irregular payment of salaries and emolument.	3.50	Agree
13.	ASUU Strike.	3.10	Agree
C.	Recession aftermath impinge the provision of adequate social amenities for undergraduates like:		Agree
14.	Free social networking.	3.02	Agree
15.	Power supply.	2.95	Agree
16.	Portable water.	3.25	Agree
17.	Stoppage of capital projects.	3.48	Agree
18.	Deferring maintenances.	3.43	Agree
19.	Purchase of technological equipment.	3.25	Agree

Table 1 indicates that each of the 19 items has a mean score that is greater than the criterion mean of 2.50 already established. This indicates that recession aftermath affects the educational management of students in tertiary institutions in all area listed.

Research Question 2

What are the implications of poor funding of tertiary education students due to recession aftermath?

Table 2: Mean responses on implications of poor funding of tertiary education students due to research aftermath.

D	Recession aftermath affects areas of school finance/funding	$\overline{X}$	**REMARK**
20.	Raised students school fees.	3.21	Agree
21.	Single Treasury Account (TSA) in universities	2.91	Agree
22.	Non-payment of school fees.	3.39	Agree
23.	Inflation and exchange rate of dollar.	3.04	Agree
24.	Transnational tertiary education.	3.18	Agree
25.	Re-ordering of priorities.	3.08	Agree
26.	Graduates employment.	3.42	Agree
27.	Withdrawal/Drop out	2.88	Agree

Result on table 2 reveals that each of the items (20-27) on the implications of poor funding of tertiary education due to recession aftermath obtained a mean score above the criterion of 2.50. The result implies that recession aftermath impinge on the funding of educational management of tertiary institution students.

Hypothesis

HO 1: There is no significant difference between male and female students' responses on recession aftermath in educational management of tertiary students.

Table 3: t-test of male and female responses on recession aftermath in educational management of tertiary students

Variables	**N**		**SD**	**df**	**Sign Level**	**Sig.**	**t-value**	**Decision**
Males	49	3.1393	0.1514	104	0.05	0.282	-1.083	Not significant
Females	60	3.1895	0.3149					

P>0.05, df =104

Based on the result on Table 3, the calculated P-value of 0.282 is greater than 0.05 level of significance. This means that the null hypothesis is accepted and the alternative rejected. The implication entails that male and female tertiary students do not differ significantly in their experiences of recession aftermath in the educational management of tertiary education students.

Discussion

The findings from the analyses of data on table one show that recession aftermath drastically impinge on the educational management of tertiary education students. This has been evidenced in the areas of educational services such as cost of textbooks, infrastructural facilities, increase in school fees, food: belt tightening measures, teachers, irregular payment of salaries, provision of inadequate social amenities among others. There is dearth of educational provisions for the management of tertiary students resulting from recession aftermath. Hence, one wonders the quality of graduates tertiary education in Nigeria provides for posterity. No wonder, Sobowale (2018) described tertiary education in Nigeria and as "the Tsunami unfolding in Nigerian education". He further projected that the repercussions will last longer than earth tremors and be more devastating.

Provision of educational facilities not commensurate with the carrying capacity of the tertiary institution, lack of accommodation, stoppage of capital projects, deferring of maintenance, understaffing and umpteenth Academic Staff Union of University (ASUU) strike among others contribute majorly to the dwindling fortune of tertiary education sector in the country. Anything devoid of these provisions makes educational management of tertiary students a herculean task as well as a mirage. Overview of mean responses of all the items studied imply that the gravity of recession aftermath on the educational management of tertiary students posit worrisome challenge to students educational attainment and the nation's development at large. Concurring with the above assertion, Igbuzor (2006) reiterated that "the relationship between education and development is well established such that education is a key index of development".

Table 2 presents the implications of poor funding of tertiary education due to Nigerian recession aftermath. The entire items received the affirmation of the respondents in respect of the consequences of recession aftermath on issues such as increment in students' school fees, which has led to many dropouts/ withdrawals and social misfits among Nigerian youths who were formally undergraduates of some "reputable citadel of learning". More so, inflation, re-ordering of priorities, transnational tertiary education is all pointing to the debilitating effects of recession aftermath on the educational management of tertiary education students. Accordingly, the unpleasant scenario where about one third of the class was sent out of the examination hall due to non-payment of school fees is detrimental to the objectives of tertiary education. Some students as a result were lured into unwholesome behaviours in order to raise school fees and some parents received heartache and different ailments when they could not cope with the challenges of giving credible education to their children.

Dishearteningly, since 1999 Nigerian government's highest budgetary allocation to the education sector is 11.7percent. Retrogressively, the same government budgeted 7.04 percent for education in 2018.The glaring gap between the funding of education in 1999 and 2018 portend derailment in pursuit of adequate educational management of tertiary students towards achieving the educational objectives. Truly, poor funding of

tertiary education debars the objectives of educational management of tertiary students and remains a bane than a boom for nation's development.

Single Treasury Account (TSA) instituted by the Federal government of Nigeria to curtail financial mismanagement and forestall corruption turned out to enhance bureaucratic bottlenecks in the educational management of tertiary students in Nigeria. There is no doubt that irregular payment, undue cut of lecturers salaries kill the spirit of forthrightness in educational management service delivery. This adversely affects the management of tertiary education students.

On gender, there is no marked difference for male and female responses on the consequences of recession aftermath in the educational management of tertiary students. Hence, the experiences of recession aftermath for both male and female tertiary students are the same. The implication of the null hypothesis depicts that recession aftermath bite hard on all students irrespective of gender differentiation and affinity. The educational management of tertiary students is impaired by recession aftermath in Nigeria.

Conclusion

Based on the findings of the study, the following conclusions were drawn:

There is inadequate and poor funding of education of the tertiary students in Nigeria. Dearth of educational provisions, irregular payment salaries among others depict some of the implications of recession aftermath experienced in the educational management of tertiary students. Consequently, this accounts for inefficiency and ineffectiveness of lecturers in providing credible management and learning experiences to undergraduate students. It also points at the impending danger awaiting posterity and presently Nigerian development geared towards reaching the developmental stride of the globally advanced societies. In the same vein, it would appear an arduous task to manage any tertiary education poorly funded especially when the students learn under hazardous condition, as a result of recession aftermath.

Day by day, the implications of recession aftermath on the educational management of tertiary students have increased the rate of students drop out from tertiary education. Increment of school fees and other financial demands for credible education services pose serious challenges to parents. Some tertiary students are on self sponsorship. However, when the strings of funding are overstretched and some parents may no longer cope, the last resort for the students would be to pull out. The implication of increased number of drop outs adds to the existing societal challenges because thwarting the educational pursuit and fate of these prospective undergraduates would abysmally bring frustration and nuisance values into their lives.

Inadequate motivation and poor salaries as implications of recession aftermath detrimentally affect the standard of tertiary education outcome and poor educational management of tertiary students. When members of staff do not have job satisfaction, the management the human and materials resources under their care may be jeopardized. The implication also hinges on the poor standard of education experienced in various

areas of the society, where half-baked graduates are expected to show mastery of knowledge gained through tertiary education.

The findings of the study show that gender has no effect on the educational management of tertiary education students with regards to recession aftermath. Accordingly, the need for government to revisit funding of tertiary education and meet up with the UNESCO minimum standard of 26% budget annually must be addressed. Anything short of adequate funding of education is an impending doom awaiting the nation's waterloo.

Recommendations

Sequel to the findings, conclusions and implications of the study, the following recommendations were made:

1. The place of funding tertiary education in Nigeria to address the imbalance caused by recession aftermath on the educational management of tertiary students should be given topmost priority in budgetary allocations annually. Also the three tiers of Nigerian government and stakeholders of education should uphold adequate financing of tertiary education in order to ameliorate the challenges of recession aftermath.
2. Government should adequately provide the required educational needs to forestall the dastardly effect of recession aftermath for the management of tertiary students. Generally, underfunding which led to poor provisions has been widely recognized as causing excruciating problems in the educational management of tertiary students in Nigeria. This, tantamount to the delivery of half baked graduates, dropouts with nuisance behavioural tendencies that are antithetical to national development.
3. Government should enhance provision of educational management services in tertiary institutions in Nigeria. Anything devoid of this impairs the developmental strides of our nation.

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