



Secondary Education Administration In A Dwindling Economy Condition For Enhanced Students' Academic Performance In Rivers State

Barrah, Ibifaa Memberr

**Department of Educational Management (Educational Administration),
Faculty of Education,
Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt, Nigeria**

ABSTRACT

The study examined secondary school administration in dwindling economy conditions for enhanced students' academic performance in Rivers State, Nigeria. Two research questions and two hypotheses guided the study. The study adopted Administrative theory propounded by Henri Fayol in 1949. The design for the study was a descriptive survey design. The population of the study was 7,693 respondents (i.e. 7,425 teachers and 268 principals) in all the two hundred and sixty eight (268) public senior secondary schools in Rivers State A sample size of 380 respondents were drawn from the population. The instrument for the study was a questionnaire titled: "Administration of Secondary Education in a Dwindling Economy for Students' Academic Performance Questionnaire" (ASEDESAPQ), which was structured on the modified 4-point Likert scale with a reliability index of 0.78. Data gathered from the field were collated and analyzed using mean, standard deviation and rank order statistics to answer the research questions while the null hypotheses were tested using z-test statistics at 0.05 level of significance. The finding of the study among others revealed that the extent of administration of secondary education facilities in a dwindling economy impacts on students' academic performance in Rivers State include: ensuring preventive maintenance of facilities, modification of plans to ensure that facilities are adequate to suit the needs of users, adherence to manual instruction for usage of school facilities, creation of shelter space to keep safe of facilities, applying caution in the use of facilities, enlightenment programmes on proper use of facilities, routine maintenance of facilities, emergency maintenance of facilities and utilization of facilities. Based on these findings the researcher recommended that principal as an administrator through the Ministry of Education should liaise with institutions, NGOs and schools' host communities to ensure adequate provision of facilities.

Keywords: Administration, Dwindling Economy, Academic Performance.

INTRODUCTION

The world's leading economies are experiencing the worst financial crisis since the Great Depression. Output has shrunk, jobs have been lost, and unemployment has been mounting, causing untold misery and pushing millions of people below the poverty line (Ayorinde, 2016). Although the crisis began in the United States, it is the most synchronized recession of all time – spreading quickly to other countries with a global impact. World Bank President Robert Zoellick noted that 'the crisis has become truly global, and no country can escape it' ('Defend MDGs against the economic crisis', 2009). In simple terms, a recession is defined as a period of temporary economic decline during which trade and industrial activities are reduced, generally identified by a fall in the Gross Domestic Product (GDP) in two successive quarters.

Occasioned by the fall in the oil price and increased rise of dollar to naira, recession has impacted negatively on the economy of Nigeria. Ayorinde (2016) revealed that the macro-economic environment became non-conducive to investment in Nigeria. The capital market witnessed low capacity output and policy initiative of President Buhari's administration to ensure transparency and accountability in public fund, to curb corruption and linkages seems to have led the nation into economic recession. Nigerian current economic situation has taken a toll on many families, individuals and institutions of learning. According to Noko (2016), the International Monetary Fund (IMF) and the Central Bank of Nigeria (CBN) have agreed that Nigeria economy has plunged into recession with low growth rate of 1.5 percent. National Bureau of Economic Research (2016) defines recession as a significant decline in economic activity spread across the economy, lasting more than a few months. In the context of this study economic recession implies the global economic forces that have place the world economy, Nigeria inclusive, in a position of wrestling with her internal economic distortions. Its impact in the education sector could lead to poor quality service delivery in these institutions, some of which are already lying belly up, owing to multi-faceted challenges. The provision of education to the Nigerian citizenry has adopted the social demand approach. This has contributed significantly to massive expansion of the Educational system without a corresponding increase in funding. The increasing budgetary allocation has always fallen short of the expected turnaround revolution in education in the area of economic growth, skilled manpower needed for development and equal educational opportunity for all. The recession is on in Nigeria and federal government had promised that it would technically end in 2017. Economic recession has led to high inflation and depreciation of school facilities for lack of maintenance due to gross diminished value of the naira to meet day to day administration of secondary schools. Regrettably, classrooms, books and laboratory facilities provided to secondary schools seems to be in state of depreciation.

Many schools have been able to cut their expenditures with minimal impact on students by deferring maintenance and construction projects, laying off central office staff, and eliminating nonessential travel. Some schools have had to make cuts that affect students more directly. These cuts include: Laying-off of teachers, which in turn increases class size, cutting extracurricular activities, cutting subjects not required for graduation, eliminating field trips, cutting instructional programs, cutting professional development for teachers and staff. Some schools have managed to trim personnel costs while minimizing teacher lay-offs by instituting furlough days, freezing salaries, and reducing other benefits.

But the financial crises are still very clear like hand writing on the wall: In the years to come, more cuts will be necessary to ensure that limited or scarce resources are utilized effectively and efficiently to achieve desired result. School boards that evaluate possible cuts on the basis of research and data will be more likely to minimize the impact on students, at least in the short term. Some states view education as an investment in their economic future, so it is usually the last area to be cut. But today, many states have slashed their own budgets to the bone in public schools. Finally, rising costs, coupled with no substantial increase in funds, will challenge schools as never before. In the face of economic recession in Nigeria, Education is adversely affected. There is a growing concern for the state of the educational system.

Education is usually one of the last budget areas to be cut, but most schools today are suffering declines in tuition fee payment by parents and guardians. At the same time, many are also facing dramatic increases in costs ranging from utilities. With decreasing revenues and rising costs, schools are forced to make tough decisions if they are to balance their budgets and still meet the needs of their students and staff. Stakeholders have decried the manner in which the educational system is losing its value. A lot of reasons have been given for this situation; however, the kernel of entrenching quality into public schools lies in the management of educational facilities. In educational institutions, school facilities constitute essential inputs which could guarantee favourable learning environment and enhance the achievement of educational objectives. Educational facilities include the entire school plant which school administrators, teachers and students harness, allocate, and utilize for the smooth and efficient management of any educational institution.

In the school, educational facilities serve as pillars of support for effective teaching and learning thereby making the process meaningful and purposeful. School facilities include permanent and semi-permanent structures, such as machinery, laboratory equipment, the blackboard, tools and other equipment as well

as consumables. Educational facilities also refer to non-human and non-financial resources which include all movable and immovable materials which are used for teaching, learning and other school activities. The efficient management of school facilities brings about a conducive teaching and learning environment for teachers, students and other staff members to perform their duties effectively. In the same vein, the quality and standard of educational output depends on the extent to which school facilities are provided and managed.

Educational curriculum cannot be sound and well operated with disgruntled school staff, poor and badly managed school facilities which include classroom, laboratories, workshops, libraries, equipment, consumables, electricity, water, visual and audio visual aids, tables, desks, chairs, playground, storage space and toilets. Managing educational resources is a major challenge for school administrators especially in public schools with its continuous increase in student enrolment in a dwindling economy without a corresponding increase in school facilities.

1.2 Statement of the Problem

The increase in enrolment of students, short fall of physical facilities and instructional materials as well as poor welfare management in schools across the country is worrisome and calls for adequate attention from all stakeholders in education, considering the dwindling state of the economy. The syndrome of “no money” is no longer news, and the education system is suffering the worst hit presently due to the renewed and sustained economic decline in Nigeria. There has been increasing evidence of financial constraints coupled with the low proportion of government budget and GNP available to the education industry. The resources available to the government have failed to cope with the growth and demands of the sector in recent times. Also, secondary school administration in Nigeria, Rivers state inclusive, in recent times seems to have witnessed a number of administrative challenges such as lack of commitment on the part of teachers due to poor and delayed salaries, high student-teacher ratio, poor learning environment, shortage of instructional materials, unavailability of basic tools and equipment, lack of information accessing and processing facilities like computers and internet services as well as poor performance of student in external (WAEC, NECO and JAMB) and internal examination since the emergence of economic recession in Nigeria. Therefore, economic recession may eventually have some effect on the administration of secondary school. Based on this, the study seeks to examine the administration of secondary education in a dwindling economy for enhanced students’ academic performance in Rivers State.

1.3 Purpose of the Study

The aim of this study is to examine the administration of secondary education in a dwindling economy so as to enhance students’ academic performance in Rivers State. Specifically, the objectives of the study are to:

1. Determine how the administration of secondary education staff personnel in a dwindling economy impacts on students’ academic performance in Rivers State.
2. Ascertain how the administration of secondary education facilities in a dwindling economy.

1.4 Research Questions

The following research questions guided this study:

1. To what extent does the administration of secondary education staff personnel in a dwindling economy impacts on students’ academic performance in Rivers State?
2. To what extent does the administration of secondary education facilities in a dwindling economy impacts on students’ academic performance in Rivers State?

1.5 Hypotheses

1. There is no significant difference between mean rating of principals and teachers on the administration of secondary education staff personnel in a dwindling economy impacts on students’ academic performance in Rivers State.
2. There is no significant difference between mean rating of principals and teachers on the administration of secondary education facilities in a dwindling economy impacts on students’ academic performance in Rivers State

METHODOLOGY

Research Design

The study adopted the descriptive research survey design. The study sought to generate data for answering research questions by determining the opinions and perceptions of the respondents.

Population of the Study

The population of the study comprised all the two hundred and sixty eighty (268) public senior secondary schools in Rivers State. While 7,693 will serve as the respondents (i.e. 7,425 teachers and 268 principals).

Sample and Sampling Technique

The sample size for this study was three hundred and eighty (380) respondents drawn from the entire population using Taro Yamene's formula. A stratified sampling technique will be adopted to select 5 local government areas (2 urban and 3 rural), from which the sample size will be selected. Specifically, 330 teachers and 50 principals.

Instrument for Data Collection

The researcher used a questionnaire titled "Administration of Secondary Education in a Dwindling Economy for Students' Academic Performance Questionnaire" (ASEDESAPQ), which consist of demographic data as well as response variables to address the four research questions. The instrument will be coded with modified 4-point Likert Scale of Strongly Agree (SA) = 4 points, Agreed (A) = 3 points, Disagreed (D) = 2 points and Strongly Disagree (SD) = 1point.

Validity of the Instrument

The instrument was subjected to face and content validities by presenting the instrument to the researcher's supervisor and other lecturers in the Department of Measurement Evaluation for vetting. All their suggestions, corrections, and recommendations will be put into consideration in the final draft of the instrument.

Reliability of the Instrument

A test-retest method was used to obtain the reliability of the instrument. Applying the method, the researcher administered 20 copies to teachers and principals (8 principals and 12 teachers) who are outside the study sample. Two weeks later, the same instrument was re-administered to the same respondents. The data obtained from the exercises were correlated using Pearson's Product Moment Correlation Coefficient to determine the reliability, which an index of 0.78 was obtained.

Method of Data Collection

Copies of the questionnaire for this study was distributed personally by the researcher with the help of two research assistants who were adequately trained so that they can answer any question that the respondents may come up with.

Method of Data Analysis

For the purpose of data analysis, numerical values will be assigned to each of the response scales. Based on this, a Criterion Mean of 2.50 will be calculated to ascertain the mean response of the respondents. Thus, $\frac{4+3+2+1}{4} = \frac{10}{4} = 2.50$. Mean scores will be used as the statistical tools to answer the research questions. While z-test statistics will be used to test the five null hypotheses at 0.05 levels of significance.

RESULTS

Research Question One: *To what extent does the administration of secondary education staff personnel in a dwindling economy impacts on students' academic performance in Rivers State?*

Table 4.1: Mean \bar{x} , Standard Deviation and Rank Order Scores of Respondents on the extent of administration secondary education staff personnel in a dwindling economy impacts on students' academic performance in Rivers State

S/ N	Items	Respondents (n=306)		
		Mean \bar{x}	SD	Decision
1.	Supervision of scheme of work/lesson notes of teachers will prompt teachers to prepare and teach with their lesson notes.	3.67	0.60	Agreed
2.	Regular classroom visitation of teachers by the school principal.	3.36	0.49	Agreed
3.	Supervision of classroom instruction to evaluate teachers' effectiveness in teaching and learning process.	3.60	0.55	Agreed
4.	Organizing external supervision of instruction to ascertain it worthwhileness.	3.26	0.63	Agreed
5.	Monitoring of departmental heads to ensure that they perform their duties.	3.50	0.65	Agreed
6.	Principal ensuring that teachers do not teach without instructional materials.	3.37	0.72	Agreed
7.	Ensuring that teachers mark students' notebooks regularly	3.50	0.53	Agreed
8.	Proper monitoring to ensure that teachers implement the curriculum accordingly.	3.57	0.54	Agreed
Average Mean/Standard Deviation		3.47		

Data on Table 4.1 show that an average mean of 3.47 which is above the criterion mean of 2.50. This means that the respondents agreed that the extent administration of secondary education staff personnel in a dwindling economy impacts on students' academic performance in Rivers State include: supervision of scheme of work/lesson notes of teachers, regular classroom visitation of teachers by the school principal, supervision of classroom instruction to evaluate teachers' effectiveness in teaching and learning process, organizing external supervision of instruction to ascertain it worthwhileness, monitoring of departmental heads to ensure that they perform their duties, ensuring that teachers do not teach without instructional materials, ensuring that teachers mark students' notebooks regularly and proper monitoring to ensure that teachers implement the curriculum accordingly.

Research Question Two: *To what extent does the administration of secondary education facilities in a dwindling economy impacts on students' academic performance in Rivers State?*

Table 4.2: Mean of Respondents on the extent administration of secondary education facilities in a dwindling economy impacts on students' academic performance in Rivers State

S/ N	Items	Respondents (n=306)		
		Mean \bar{x}	SD	Decision
9.	By ensuring preventive maintenance of school facilities.	3.38	0.77	Agreed
10.	Modification of plans and programmes to ensure that facilities are adequate to suit the needs of users.	3.42	0.58	Agreed
11.	Instruction manuals should be adhered to in usage of school facilities.	3.41	0.61	Agreed
12.	Creation of shelter space to keep safe of school facilities.	3.37	0.60	Agreed
13.	Applying caution in the use of facilities.	3.50	0.59	Agreed
14.	Enlightenment and awareness programmes on proper use of school facilities.	3.47	0.52	Agreed
15.	Routine maintenance of school facilities.	3.47	0.65	Agreed
16.	Emergency maintenance of school facilities.	3.24	0.81	Agreed
17.	Facilities should be well utilized to avoid equipment failure	3.38	0.60	Agreed
Average Mean/Standard Deviation		3.42		

Data on Table 4.2 show that all items (9-17) had an average mean scores above the criterion mean of 2.50 and were adjudged on the extent the administration of secondary education facilities in a dwindling economy impacts on students' academic performance in Rivers State, Nigeria. In summary, with an average mean of 3.42 which is above the criterion mean of 2.50, the respondents agreed that the extent administration of secondary education facilities in a dwindling economy impacts on students' academic performance in Rivers State include: ensuring preventive maintenance of school facilities, modification of plans and programmes to ensure that facilities are adequate to suit the needs of users. instruction manuals should be adhered to in usage of school facilities, creation of shelter space to keep safe of school facilities, applying caution in the use of facilities, enlightenment and awareness programmes on proper use of school facilities, routine maintenance of school facilities, emergency maintenance of school facilities and facilities should be well utilized to avoid equipment failure.

Test of Hypotheses

Ho₁: There is no significant difference between mean rating of principals and teachers on the administration of secondary education staff personnel in a dwindling economy impacts on students' academic performance in Rivers State.

Table 1: z-test Analysis on the Difference between the Mean Scores of Principals and Teachers on the Administration of Secondary Education Staff Personnel in a Dwindling Economy

	GROUP	N	Mean	Std.	Df	Zcal	Zcrit	P (Sig.) value	Alpha Level	Decision
Administration of secondary education staff personnel	Principals	18	3.56	0.37	304	1.175	1.960	0.241	0.05	Accept Ho
	Teachers	288	3.47	0.28						
		N=306								

Table 4.6 showed that principals have mean and standard deviation scores of 3.56 and 0.37 while teachers have mean and standard deviation scores of 3.47 and 0.28 respectively. The z-value of 1.175 at degree of freedom 304, is not significant with P (0.241) greater than chosen alpha of 0.05. Therefore, the

null hypothesis was accepted. By implications, there is no significant difference between the mean ratings of principals and teachers on the administration of secondary education staff personnel in a dwindling economy impacts on students' academic performance in Rivers State.

Ho₂: There is no significant difference between mean rating of principals and teachers on the administration of secondary education facilities in a dwindling economy impacts on students' academic performance in Rivers State.

Table 2: z-test Analysis on the Difference between the Mean Scores of Principals and Teachers on the Administration of Secondary Education Facilities in a Dwindling Economy

	GROUP	N	Mean	Std.	Df	Zcal	Zcrit	P (Sig.) value	Alpha Level	Decision
Administration of secondary education staff personnel	Principals	18	3.48	0.095	304	2.68	1.960	0.008	0.05	Rejected H ₀
	Teachers	288	3.42	0.094						
		N=306								

Table 4.7 showed that principals have mean and standard deviation scores of 3.48 and 0.095 while teachers have mean and standard deviation scores of 3.42 and 0.094 respectively. The z-value of 2.68 at degree of freedom 304, is significant with P (0.008) less than chosen alpha of 0.05. Therefore, the null hypothesis was rejected. By implications, there is a significant difference between the mean ratings of principals and teachers on the administration of secondary education facilities in a dwindling economy impacts on students' academic performance in Rivers State.

DISCUSSION OF FINDINGS

The Extent of Administration of Secondary Education Staff Personnel in a Dwindling Economy Impacts on Students' Academic Performance

The first finding of the study showed that the extent administration of secondary education staff personnel in a dwindling economy impacts on students' academic performance in Rivers State include: supervision of scheme of work/lesson notes of teachers, regular classroom visitation of teachers by the school principal, supervision of classroom instruction to evaluate teachers' effectiveness in teaching and learning process, organizing external supervision of instruction to ascertain it worthwhileness, monitoring of departmental heads to ensure that they perform their duties, ensuring that teachers do not teach without instructional materials, ensuring that teachers mark students' notebooks regularly and proper monitoring to ensure that teachers implement the curriculum accordingly. Also, the z-test result showed that there is no significant difference between the mean ratings of principals and teachers on the administration of secondary education staff personnel in a dwindling economy impacts on students' academic performance in Rivers State. The finding is in line with Ikegbusi (2014) who noted that to ensure that teachers are highly disciplined and their high productivity achieved in the education sector, this apart from staff development will also include strengthening schools' instructional supervision to ensure that teacher high productivity and work commitment is guaranteed and enhanced as well as to aid great performance of students in their class work. Supporting the above view Olatoye (2006) stated that education is not different as it requires supervision of classroom instruction to evaluate teachers' effectiveness and students' performance especially when much resources is not allotted by the government due unstable economic situation.

The finding is also in agreement with Oyedeji (2012) who said that the functions of school supervisors in order to carry out effective supervision include: making classroom visits, supervising heads of departments and teachers by checking their scheme of work and lesson notes, checkmating teachers' classroom attendance, checking absenteeism and rewarding hardworking teachers and punishing indolent ones by assigning administrative duties to them as means of encouraging to do the right things at the right time in order to enhance the learners performance. Eya and Leonard (2012) concurred to the view

when they postulate that internal supervision is more conversant, reasons being that it helps teachers to be dedicated to their duties and helps the less effective and inexperienced teachers to improve their teaching and thereby impacting students' performance in classroom despite the flinching support of the Nigerian government in terms of financing education

The Extent of Administration of Secondary Education Facilities in a Dwindling Economy Impacts on Students' Academic Performance

The second result of the finding revealed that the extent of administration of secondary education facilities in a dwindling economy impacts on students' academic performance in Rivers State include: ensuring preventive maintenance of school facilities, modification of plans and programmes to ensure that facilities are adequate to suit the needs of users. instruction manuals should be adhered to in usage of school facilities, creation of shelter space to keep safe of school facilities, applying caution in the use of facilities, enlightenment and awareness programmes on proper use of school facilities, routine maintenance of school facilities, emergency maintenance of school facilities and facilities should be well utilized to avoid equipment failure. More so, the z-test result showed that there is a significant difference between the mean ratings of principals and teachers on the administration of secondary education facilities in a dwindling economy impacts on students' academic performance in Rivers State.

The finding is in consonance with Adesina and Ogunsaju (2003) who in their recognition of the need for school facilities for effective performance of educational programmes noted that for effective teaching and learning situations, school facilities and educational goals should be viewed as being closely interwoven and interdependent. Apart from protecting students from the sun, rain, heat and cold, the school buildings represent a learning environment which has a tremendous impact on the comfort, safety and performance of the students. Buttressing this assertion, Onwurah (2004) rightly noted that school plant is essential for effective learning and is often considered as teachers' tools. Given this onerous task, the principal, as a matter of fact, must understand the role of school managers to effectively manage not only staff but the facilities to meet the overall objectives of the school system, knowing fully well that these facilities may not be provided or supplied regularly by the government considering the dwindling state or unstable economy. Ukeje (2000) argued that the unsatisfactory performance often experienced in schools by students and educational programs is always attributed to lack of basic infrastructure, lack of adequate and accurate statistics, inadequate funding, embezzlement, bureaucratic bottleneck and poor attitude to work.

Furthermore, the finding is in line with Ebong (2011), who posit that school management by principals is the totality of efforts that are brought to bear in the provision and delivery of education to ensure that both human and material resources allocated to education are used to the best advantage in the pursuit of educational objectives and goals. Supporting this view, Asiabaka (2008) maintained that school facilities management play a pivotal role in the actualization of educational goals and objectives by satisfying the physical and emotional needs of the staff and students. According to her, physical needs are met through the provision of safe structures, adequate sanitary facilities, a balanced visual and thermal environment, sufficient shelter space for work and play; while emotional needs are met by creating a pleasant surroundings, friendly atmosphere and an inspiring environment.

CONCLUSION

Based on findings, it can be deduced that administration of secondary education personnel and facilities is achievable in dwindling economy to enhance student academic performance.

RECOMMENDATIONS

Based on the study findings and in the bid to enhance students' academic performance in the face of dwindling economy, the following are hereby recommended:

1. The principal as an administrator through the Ministry of Education should liaise with institutions, NGOs and host communities to ensure adequate provision of facilities.
2. Also, improvisation of teaching aids should be encouraged by teachers to ensure adequate delivery of knowledge to the students.

3. School managers should access the vast resources provided by the internet where funds are limited for capacity building trainings and programmes. More so, teachers who have been trained should be able to train their colleagues.
4. The government should ensure to recognize staff effort, promote and accord them all entitlements due them at the right time.

REFERENCES

- Adesina, S. & Ogunsaju (2003). *Secondary Education in Nigeria*. Ile-Ife: University Press.
- Asiabaka, I. P (2008). The Need for Effective Facilities Management in Nigeria. *New York Science Journal*. <http://www.sciencepub.org>.
- Ayorinde, A. (2016). *The concept of micro-economics*. Retrieved from www.microeconomics.com.
- Ebong, J. M. (2006). *Understanding Economics of Education*. Port Harcourt: Eagle Lithograph Press.
- Eya, P.E. & Leonard, C.C. (2012). Effective supervision of Instruction in Nigerian Secondary Schools: Issues in Quality Assurance. *Journal of Qualitative Education*, 8(1), 1-12.
- Ikegbusi, N.G. (2014). Towards Enhancing Staff Personnel Management in Secondary Schools in Anambra state. *Journal of Educational Research*, 2(3), 117-124. [9].
- National Bureau of Economic Research (NBER) (2008). *The NBER'S Recession Dating Procedure*. Retrieved www.nber.org
- Noko, E.J. (2016). *Economic Recession in Nigeria: Causes and Solution*. Retrieved from www.educainfo.com
- Olatoye, B. K. (2006). *Supervision of Instruction: A Development Approach*. Ibadan: Gobek Publishers.
- Onwurah C. U. (2004). In Mgbodile (ed) *Fundamentals in Educational Administration and Planning*: Enugu: Magnet Enterprises.
- Oyedemi, N. B. (2012). *Supervision and Standard of Education in Nigerian Secondary Schools*. Retrieved September 18, 2012, from World Wide Web.
- Ukeje, B. (2000). Universal Basic Education in Nigeria: Logistics and Implementation Strategies. *The Nigerian Universal Basic Educational Journal*, 2(1), 12-18.
- Uko, E. S & Ayuk, A. A (2014). The Malaise that Maligns the Attainment of Educational Goals by the African Child. The Nigerian Experience. *International Journal of Education and Research*, 103. Carrington Street. Adelaide, Australia.