



Administration of secondary education in a dwindling economy and teachers' effectiveness in secondary schools in Rivers State

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Abstract

This paper investigated Administration of secondary education in a dwindling economy and teachers' effectiveness in secondary schools in Rivers State. objectives, six research questions and six corresponding hypotheses guided the work. The design adopted was correlational. 16,680 teachers in the 247 public secondary schools constituted the population of the study, with a sample size of 613 teachers drawn through stratified random sampling technique. A self-styled questionnaire instrument titled "Administration of Secondary Education in Dwindling Economy Questionnaire (ASEDEQ)" and "Teachers' Effectiveness in Secondary Schools in Rivers State (TESSRQ)" was used for data collection. The instrument was validated by experts in educational management and measurement and evaluation from Ignatius Ajuru University of Education. A test re-test was used to ensure its reliability at 0.80 reliability coefficient using SPSS version 25. Out of 613 copies of the questionnaire administered to the respondents, 554 was retrieved and used for the study. The retrieved research questions were answered using the mean and standard deviation. While, Pearson Product Moment Correlation Coefficient statistics was used to test the null hypotheses at 0.05 alpha level of significance. Findings show that there is significant relationship between remuneration, promotion, learning facilities and teachers' effectiveness in secondary schools in Rivers State. The study therefore, recommended among others, that teachers are the backbone of any nation, Hence, the progress and development of a nation largely depends on its teachers' community because of their noble and massive contributions in nation building. They have remarkable contributions in making and shaping each and every person of the society. Therefore, adequate measures should be put in place to guarantee effectiveness of teachers' administration.

Keywords: administration, dwindling economy, effectiveness, secondary education, rivers state, secondary school and teachers

Introduction

The effectiveness of every education system to a large extent depends on the level of financial support it receives from the government of the day and other stakeholders. Naturally, national economy influences all sectors including education. Even though it is believed that the rate of growth of the economic development of a country depends largely on the education system, yet the education system cannot wax strong if it does not receive adequate financial backing from the national budget. It is therefore a two-way-thing in the sense that education produces human capital for nation building; on the other hand, the education industry gets the needed sponsorships from the government. A nation suffering from dwindling economy cannot in any way offer sufficient financial support to any of her sectors including the education sector. The education industry is so important to the extent that every other sector depends on it. As such there are no meaningful developments that occur in a nation with weak education sector. This was why Cheru (2021) ^[2] argued that education is the corner stone of human development in every society. This implies that the quality of manpower required for societal development is a function of the state of the nation's education industry. In other words, education is very important for generating basic skills and knowledge for socio-economic development. It is in support of this that FRN (2014) in the National Policy on

Education stated that the Nigerian philosophy of education is of the belief that 'Education is an instrument for national development and social change'. The overall implication of this is that the effective administration of education at all levels is a gate way to the production of human capital that is needed for national development.

Administration of schools is a herculean task for many nations of the world as it requires huge financial investments by the government and other stakeholders in education industry. This obviously becomes a bigger challenge when a country is plunged into recession and is unable to meet up with the financial obligations and responsibilities of funding the education sector. Thus, the administration of secondary Education or any other level of education in any country faced with recession and dwindling economy is a very challenging task.

National Bureau of Economic Research (NBER) (2016) defined recession as a significant decline in economic activity spread across the economy, lasting more than a few months, normally visible in a real gross domestic product (GDP), real income, employment, industrial production and wholesale-retail sales. Infact, the occurrence of recession in any nation dwindles the economy of that nation. Supporting this, Peterson (2022) ^[18] defined economic dwindling as a situation where there is a recession in a nation's economic activities, a situation where the world economy seems to be

standing still. Eimuhi (2021) ^[6] while citing the free online dictionary, defined dwindling to mean 'to become gradually less or smaller over a period of time until almost nothing remains, to reduce in size, quantity and quality. Eimuhi (2021) ^[6] therefore was of the view that dwindling economy is synonymous with recessed economy which is a severe and long reduction in economic activities.

This was what Nigeria as a nation suffered in 2016 when the country was plunged into recession. Both the International Monetary Fund (IMF) and the Central Bank of Nigeria agreed that Nigeria was plunged into recession with low growth rate of 1.5 percent (Noko, 2016) ^[14]. Ayorinde (2016) revealed that the macro-economic environment became non-conducive to investments in Nigeria; the capital market witnessed low-capacity output and the slow policy initiative of President Mahamadu Buhari to ensure transparency and accountability in public funds, as well as curb corruption and linkages seem to have led the nation to economic recession. It is also worthy of note that the economic crisis which ravaged many countries of the world around that time caused noticeable imbalance in Nigeria. Nigeria as a nation was lucky as the recession did not result to economic depression. FRN (2014) described secondary education as the education children received after primary education and before tertiary stage. This education policy states that the broad goal/objectives of secondary education shall be to prepare the individual for:

- a. Useful living within the society
- b. Ensure higher education;

Specifically, secondary education shall

1. Provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background;
2. Offer diversified curriculum to cater for different talents, opportunities and future roles;
3. Provide trained manpower in the applied science, technology and commerce at sub-professional grades;
4. Develop and promote Nigerian Languages, art and culture in the context of world's cultural heritage, etc.

Rice (2019) ^[19] also revealed that the relationship between teacher experience and student achievement was most pronounced for students at the secondary school level.

Apart from the impact of teacher effectiveness on students' academic performance, studies have also shown that administrative styles employed by school principals equally have some influence on teacher effectiveness and their job performance.

Bredeson and Johansson (2019) in the study titled the principal's role in teacher professional development revealed that principals exercise significant influence on teacher professional development in four main areas; the principal as an instructional leader and learner; the creation of a learning environment; direct involvement in the design, delivery and content of professional development; and the assessment of professional development outcomes. This implies that the administration of secondary education must involve all these key areas as to ensure teacher effectiveness.

Another study conducted by Ukpon, Mbon and Ekanem (2019) ^[22] aimed at investigating the effective leadership in school administration and teachers' commitment to work in public secondary schools in Akwa Ibom State, Nigeria,

revealed that using innovative leadership techniques such as head teachers' supportive, transformational, participatory and transactional styles in secondary school administration in the 21st century have significant relationship with teachers' commitment to work in Akwa Ibom State. Implicitly, the style of leadership adopted by the school head has a lot of influence on teacher effectiveness and job performance in that state.

A study by Oluremi (2019) which investigated the relationship between principals' performance task and Teachers' job effectiveness in Osun State secondary schools, revealed that proper monitoring of teachers' instructional activities was the most prevalent administrative task. The study therefore recommended among other things that principals should regularly monitor teachers in the classroom teaching and also monitor them where necessary. This will assist them to improve their effectiveness in instructional delivery. This implies that there is need for school heads to take their supervisory duties seriously.

In the light of the above, it can be seen that the several studies cited were on teacher effectiveness and students learning outcomes as well as the influence of school administration on teacher effectiveness in other parts of the country, but none to the knowledge of the researcher has been done in Rivers state. Also, none of these studies attempted to x-ray the administration of schools during economic recession. Therefore, this paper sought to fill the gap by investigating on the influence of administration of secondary education in a dwindling economy on teacher effectiveness in public secondary schools in Rivers State.

Statement of the Problem

In Nigeria, the educational system is almost dependent on government sponsorship. There is very little support received from other stakeholders in education. As such when the economy is in crisis, the education sector is badly affected. This is normally witnessed in the drop in teachers' salaries and other public expenditure on education. There has been noticeable drop in students' academic performance in internal and external examination like WAEC, GCE, NECO and JAMB all over the country and in Rivers State in particular.

Students who graduate from secondary schools do not exhibit the expected level of knowledge and skills, just as they do not make good results. In the light of this situation, one wonders what could be the actual causes of this poor academic performance of students. Could it be that the entire education system whose objective is to provide high quality education for the learners is unable to do this so due some economic challenges which have resulted to inefficiency of teachers as well as ineffectiveness of school administration?

Is it that non-implementation of teachers' promotion increments, inadequate provision of learning facilities, poor supervision of teachers, indiscipline among students and other similar situation could have posed some problems on teacher effectiveness as well as administration of secondary schools in Rivers State? It was in line with these factors that this paper investigated the relationship between administration of secondary education in a dwindling economy and teachers' effectiveness in secondary schools in Rivers State.

Aim and Objectives of the Study

The purpose of the study is to examine the administration of secondary education in a dwindling economy and teachers' effectiveness in secondary schools in Rivers State. Specifically, the objectives of the study are to:

1. Determine if remuneration of teachers influence teachers' effectiveness in secondary schools in Rivers State.
2. Determine if teacher's promotion influence teachers' effectiveness in secondary schools in Rivers State.
3. Determine if learning facilities influence teachers' effectiveness in secondary schools in Rivers State.

Research Questions

The following research questions were formulated to guide the study.

1. To what extent does remuneration of teachers influence teachers' effectiveness in secondary schools in Rivers State?
2. To what extent does teachers' promotion influence their effectiveness in secondary schools in Rivers State?
3. To what extent do learning facilities influence teachers' effectiveness in secondary schools in Rivers State?

Hypotheses

The following null hypotheses guided the study and were tested at 0.05 level of significance:

H₀₁: There is no significant relationship between remuneration of teachers and teachers' effectiveness in secondary schools in Rivers State.

H₀₂: There is no significant relationship between teachers' promotion and teachers' effectiveness in secondary schools in Rivers State.

H₀₃: There is no significant relationship between learning facilities and teachers' effectiveness in secondary schools in Rivers State.

Methodology

The study adopted a correlational research design. 16,680 teachers in the 247 public secondary schools constituted the population of the study. A sample size of 613 participants took part in the study. This sample was randomly selected from a population of 16,680 subjects. The rationale for the use of the sample was justified by first applying the Yamane's (1967) formula to the population of 16,680 to obtain a minimum sample size of 391. However, Nwankwo

(2016) advised that the formula only gives an estimate of the minimum sample size that could be selected from a given population to enable the researcher to make inference on the population and went further to advise that the researcher should try to increase the sample size above the minimum sample obtained using the formula since it only serves as a guide. In line with the above suggestion, stratified random sampling technique was applied to randomly select 613 participants, representing about 4.0% of the population to take part in the study. The major research instrument that was used for the study is the questionnaire titled: "Administration of Secondary Education in Dwindling Economy (ASEDE)" and "Teachers' Effectiveness in Secondary Schools in Rivers State Questionnaire (TESSRQ)". The Likert method of summated ratings were used in drafting the questionnaire for the study. Each item in the cluster is constructed on a 4-point rating scale of very high extent (VHE), high extent (HE), low extent (LE) and very low extent (VLE) weighted 4-1 respectively. The instrument "Administration of Secondary Education in Dwindling Economy Questionnaire (ASEDEQ)" and "Teachers' Effectiveness in Secondary Schools in Rivers State (TESSRQ)" was validated by the experts in Educational Management and Measurement and Evaluation departments from the Ignatius Ajuru University of Education, Rivers State. The test-retest method was applied to ensure that the instrument is reliable. The instruments were administered to respondents in secondary schools outside Rivers State, who were not part of the study. The results were correlated using Pearson Product Moment Correlation to ascertain the co-efficient at 0.80. Out of 613 copies of the questionnaire administered to the respondents, 554 was retrieved and used for the study. The research questions were answered using the mean and standard deviation. While the Pearson Product Moment Correlation Coefficient statistic was used to test the null hypotheses at 0.05 level of significance using the statistical package for social science (SPSS) version 20. A null hypothesis was accepted if the calculated r-value was less than the critical r-value at 0.05 level of significance, but rejected if the calculated r-value was greater than the critical r-value.

Results and Presentation of Data

Research question 1

To what extent does remuneration of teachers affects teachers' effectiveness in secondary schools in Rivers State?

Table 1: Summary of mean and standard deviation on extent of remuneration of teachers and teachers' effectiveness in secondary schools (N=554)

SN	ITEMS	N	\bar{X}	SD	Decision
1	Teachers miss classes due to lack of remuneration.	554	3.46	0.79	High extent
2	Teachers engage in conflict with administrators due to lack of remuneration, and it affect their effectiveness in the school.	554	3.24	0.77	High extent
3	Teachers are forced to resign due to lack of remuneration from administrators.	554	3.17	0.85	High extent
4	Parents are forced to withdraw their children from schools that deny teachers remuneration.	554	3.07	0.66	High extent
5	Teachers are forced to task students and parents to survive, and it affects their effectiveness in the school.	554	3.16	0.77	High extent
6	Teachers become less consign about students' welfare in the school, and academic development of the students due to lack of remuneration from administrators.	554	3.09	0.76	High extent
	Grand mean \bar{X}	554	3.20	0.77	High extent

Source: Field Survey, 2021

Table shows Summary of mean and standard deviation on extent of remuneration of teachers and teachers' effectiveness in secondary schools in Rivers State with

grand mean (1-6) had their mean above the cut-off point of 2.5, this implies that majority of the respondents used for the study indicated high extent to the items on to what

extent does remuneration of teachers affects teachers' effectiveness in secondary schools in Rivers State With grand mean score of $\bar{X}=3.20$

Research question 2

To what extent does teachers' promotion affect their effectiveness in secondary schools in Rivers State?

Table 2: Summary of mean and Standard deviation on the extent teachers' promotion affect their effectiveness in secondary schools (N=554)

SN	teachers' promotion affects their effectiveness in secondary schools	N	\bar{X}	SD	Decision
7.	Teachers, who are not promoted, tend to be very unserious with the students during lesson hours.	554	3.24	0.73	High extent
8.	Discourages teachers from being effective in social activities in the school.	554	3.00	0.70	High extent
9.	Teachers become less punctual to school due to lack of promotion.	554	2.35	0.80	Low extent
10.	It makes teachers absent from administrative meetings in the school.	554	2.12	0.71	Low extent
11.	It creates conflict between teachers who are promoted and those who are not.	554	3.17	0.73	High extent
12.	It makes teacher-student relationship to go sore.	554	2.49	0.73	Low extent
	Grand mean \bar{X}	554	2.73	0.73	High extent

Source: Field Survey, 2021

Table 2, showed the summary of mean and Standard deviation on the extent teachers' promotion affect their effectiveness in secondary schools in Rivers State with grand mean ($\bar{X}=2.73$; $SD=0.73$). Based on the responses from the respondents, it was concluded that the items (7, 8 and 10) had their mean above the cut-off point of 2.5, while

items (9, 11 and 12) had their mean below the cut-off point of 2.5.

Research question 3

To what extent do learning facilities affect teachers' effectiveness in secondary schools in Rivers State?

Table 3: summary of mean and standard deviation on the extent do learning facilities affect teachers' effectiveness in secondary schools (N=554)

SN	extent do learning facilities affect teachers' effectiveness in secondary schools	N	\bar{X}	SD	Decision
1.	It leads to acoustic/noise in classrooms.	554	3.20	0.82	High extent
2	It causes poor air quality in the classroom which affects teachers' effectiveness.	554	3.31	0.85	High extent
3	It results to poor lighting during learning in the classroom.	554	3.37	0.80	High extent
4.	It leads to bad temperature in classroom.	554	3.15	0.83	High extent
5.	It leads to overcrowded classrooms, which affect teachers' effectiveness during teaching.	554	3.05	0.82	High extent
6.	It leads to teachers' inability to enter classrooms to teach due to insufficient learning facilities.	554	3.39	0.78	High extent
	Grand mean \bar{X}	554	3.25	0.82	High extent

Source: Field Survey, 2021

Table 3, showed the summary of mean and standard deviation on the extent do learning facilities affect teachers' effectiveness in secondary schools in Rivers State with grand mean ($\bar{X}=3.25$; $SD=0.82$). Based on the responses from the respondents, it was concluded that learning facilities has strong effect on teacher's effectiveness in secondary schools in Rivers State. This was accepted

because the items measuring teacher's effectiveness had their mean above the cut-off point of 2.5.

Testing of Research Hypotheses

H0₁: There is no significant relationship between remuneration of teachers and teachers' effectiveness in secondary schools in Rivers State.

Table 4: Pearson moment correlation coefficient

		\bar{X}	SD	N
remuneration of teachers		3.20	0.77	554
teachers' effectiveness		3.19	.730	554
Correlations				
		remuneration of teachers		teachers' effectiveness
remuneration of teachers	Pearson Correlation	1		.249**
	Sig. (2-tailed)			.000
	N	554		554
teachers' effectiveness	Pearson Correlation	.249**		1
	Sig. (2-tailed)	.000		
	N	554		554

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4, above showed the Pearson correlation value 0.249 indicating low positive relationship and significant value of 0.00 above the significant level of 0.05.

Therefore, the null hypothesis is rejected, indicating that there is significant relationship between remuneration of

teachers and teachers' effectiveness in secondary schools in Rivers State.

H0₂: There is no significant relationship between teachers' promotion and teachers' effectiveness in secondary schools in Rivers State.

Table 5: Pearson moment correlation coefficient

	\bar{X}	SD	N
teachers' promotion	2.73	.73	554
teachers' effectiveness	3.19	.730	554
Correlations			
		teachers' promotion	teachers' effectiveness
Teachers' promotion.	Pearson Correlation	1	.574**
	Sig. (2-tailed)		.000
	N	554	554
teachers' effectiveness	Pearson Correlation	.574**	1
	Sig. (2-tailed)	.000	
	N	554	554
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 5, above showed the Pearson correlation value 0.574 indicating moderate positive relationship and significant value of 0.00 above the significant level of 0.05. Therefore, the null hypothesis is rejected, indicating that there is significant relationship between teachers' promotion

and teachers' effectiveness in secondary schools in Rivers State.
 H0₃: There is no significant relationship between learning facilities and teachers' effectiveness in secondary schools in Rivers State.

Table 6: Pearson product moment correlation coefficient

	\bar{X}	SD	N
learning facilities	3.25	.82	554
teachers' effectiveness	3.19	.730	554
Correlations			
		learning facilities	teachers' effectiveness
learning facilities	Pearson Correlation	1	.501**
	Sig. (2-tailed)		.000
	N	554	554
teachers' effectiveness	Pearson Correlation	.501**	1
	Sig. (2-tailed)	.000	
	N	272	272
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 6, above showed the Pearson correlation value 0.501 indicating moderate positive relationship and significant value of 0.00 above the significant level of 0.05. Therefore, the null hypothesis is rejected, indicating that there is significant relationship between learning facilities and teachers' effectiveness in secondary schools in Rivers State.

similar with the finding of Owen (2021)^[17] who noted that performance-based rewards improve the governance of schools by increasing the efficiency of resource allocation. Performance-based pay motivates teachers to perform at their best. According to Owen (2021)^[17], one of the largest benefits reported by proponents of performance-based rewards is an increase in the motivation of teachers. It is argued that performance-based pay will increase teacher motivation by adequately rewarding productivity gains.

Discussion of Findings

- The discussion is carried out under the following headings
- To what extent does remuneration of teachers affect teachers' effectiveness in secondary schools in Rivers State?
 - To what extent does teachers' promotion affect teachers' effectiveness in secondary schools in Rivers State?
 - To what extent do learning facilities affect teachers' effectiveness in secondary schools in Rivers State?

Extent does remuneration of teachers affects teachers' effectiveness in secondary schools in Rivers State

The result on Table showed the summary of mean and standard deviation on extent of remuneration of teachers and teachers' effectiveness in secondary schools in Rivers State with grand mean (1-6) had their mean above the cut-off point of 2.5, this implies that there is significant relationship between remuneration of teachers and teachers' effectiveness in secondary schools in Rivers State, majority of the respondents used for the study indicated high extent to the items on to what extent does remuneration of teachers affects teachers' effectiveness in secondary schools in Rivers State With grand mean score of 3.20. This result is

Extent does teachers' promotion affect teachers' effectiveness in secondary schools in Rivers State

The result on Table 4.1.2 showed the summary of mean and Standard deviation on the extent teachers' promotion affect their effectiveness in secondary schools in Rivers State with grand mean (\bar{X} =2.73; SD=0.73). Based on the responses from the respondents, it was concluded that there is significant relationship between teachers' promotion and teachers' effectiveness in secondary schools in Rivers State, the items (7, 8 and 10) had their mean above the cut-off point of 2.5, while items (9, 11 and 12) had their mean below the cut-off point of 2.5. This is in agreement with a study conducted by Fadeyi, Abayomi, and Rotimi (2021)^[7], was carried out to examine the relationship between teachers' welfare scheme and job performance in selected Secondary Schools in Isin Local Government Area of Kwara State, Nigeria. The study adopted descriptive and quantitative research methods to find out the relationship existing between the variables and drew inferences on the data collected. The hypotheses were tested at 0.05 level of significance. The data were analyzed using Analysis of

Variance and Chi-Square Statistics. The findings indicated that there is significant relationship between teachers' salary, promotion and students' academic performance.

Extent do learning facilities affect teachers' effectiveness in secondary schools in Rivers State

The result on Table 4.1.3 showed the summary of mean and standard deviation on the extent do learning facilities affect teachers' effectiveness in secondary schools in Rivers State with grand mean (\bar{X} =3.25; SD=0.82). Based on the responses from the respondents, it was concluded that there is significant relationship between learning facilities and teachers' effectiveness in secondary schools in Rivers State, indicating that learning facilities has strong effect on teacher's effectiveness in secondary schools in Rivers State. This was accepted because the items measuring teacher's effectiveness had their mean above the cut-off point of 2.5. This research is similar with the findings of Buckley, Schneider, & Shang, (2021) ^[1], Students are not the only ones affected by poor quality buildings. Teacher attitudes and behaviours have also been found to be related to the quality of school facilities. Teacher retention/attrition decisions were significantly related to the quality of school facilities, even when controlling for a host of factors.

Conclusion

With reference to the findings of the study, the following conclusions were made;

Teachers are the backbone of any nation. The progress and development of a nation largely depends on its teachers' community because of their noble and massive contributions in nation building. They have remarkable contributions in making and shaping each and every person of the society. Therefore, adequate measures should be put in place to grantee effectiveness of teachers. The quality of education is determined by the quality of teachers. That's why teachers are considered very essential and indispensable factor of any education system. They are referred to as the people who instruct to provide the teaching learning process. Teachers are the mainstay of the educational system.

Recommendations

Based on the findings and implications of this study, the following recommendations are made:

1. Secondary school administrators should adopt and implement the administrative process strategies illustrated in this study to achieve effectiveness in secondary schools in Rivers State
2. The state government should appoint capable and qualified person to head a secondary school.
3. Secondary school teachers should be properly motivated in order to carry out their duties effectively.

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