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**MANAGEMENT OF SECONDARY EDUCATION IN A DWINDLING
ECONOMY: IMPLICATIONS FOR SCHOOL ADMINISTRATORS**

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Abstract

The school is a formal institution for teaching and learning. The goals of teaching and learning are achievable through effective planning and administration. The economic recession in Nigeria has immeasurably influenced the effective management of schools empowered by drastic reduction in education funding. This paper examined dwindling educational standards and quality. It concludes that enhancement of standard and quality are achievable through greater financial input into education especially in this 21st century in which many countries are fast developing through best educational practices.

Keywords: Management, Dwindling Economy, School Administrators and Implications.

Introduction

Education is an instrument par excellent for effecting national development (FGN 2012) UNESCO believes that education is a human right for all throughout life and that access must be matched by quality. Quality education is a catalyst that brings about change and reform in the society; this can only be achieved through effective management and planning. The provision of management and administration of educational system is the responsibility of Government at all levels (Local Government, State and Federal Governments). A school is an [institution](#) designed to provide [learning spaces](#) and [learning environments](#) for the teaching of [students](#) (or "pupils") under the direction of [teachers](#).

According to Federal Government of Nigeria (FGN) (2013) in the National Policy on Education, Secondary Education is the education children receive after primary education and before tertiary stage. The broad goal/objective of secondary education shall be to prepare the individual for: (a) Useful living within the society (b) Ensure higher education. In specific term, secondary education shall: (a) Provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background; (b) Offer diversified curriculum to cater for differences in talents, opportunities and future roles; (c) Provide trained manpower in the applied science, technology and commerce at sub-professional grades; (d) Develop and promote Nigerian languages, art and culture in the context of world's cultural heritage, etc.

Management is practiced at every setting. Management involves planning, controlling and directing people, time, talents, resources and all other activities. Adesina (1990), defines management as a vital link in the existence of any organization, be it a school or an industry. This is because it is that organ which oversees, directs, supervises and controls the realization of the goals of any organization. Management has been defined from various angles depending on the objectives which an organization is set to achieve. Management focuses on the entire organization from both short and long term perspectives. According to Nwachukwu (1988), management is the process of forming a strategic vision, setting objectives, crafting a strategy and then implementing and executing the strategy. Management

therefore is the coordination of all the resources of an organization through the processes of planning, organizing, directing and controlling in order to attain organizational objectives. From these definitions, it could be emphatically stated that management is a process that is used to accomplish organizational goals, that is, a process that is used to achieve what an organization wants to achieve. This paper sees management as all the efforts towards seeing that an organization achieves a set of predetermined goals.

In this past few years there have been myriads of administrative problems confronting the educational system in Nigeria. The system has not witnessed decayed facilities and infrastructures, poor funding, poor quality products, low morale of teachers, incessant crisis and inadequate research but also that the government of Nigeria have been saddled with too many responsibility, it does not seem to be able or willing to provide solution for solving these problems. These problems have become a recurring demand in the history of Nigerian education. For many years, budgets of education have been under enormous pressure as a result of declining budgetary allocation and increase in enrolment and, shortfalls from Nigerian Universities Commission funds. The effect of this on education management is better imagined. In spite of the efforts of different donor countries in providing assistance for education, the system still lacks the necessary fund and materials to implement the various programs (Udey, Ebuara, Ekpoh and Edet, 2009). This lack affects standards. How does it affect stand. It does directly or indirectly. If teacher's salary is delayed or not paid, the teacher's morale is lowered and productively declines. Since students will not be well taught hence; poor performance results. Directly since the money available to school is significantly reduced, the school is not able to purchase instructional materials that will foster good academic performance. Here are some few examples with regard to the prices of common school materials and equipment in January 2015 relative to the prices as at 2016 – 2017. A packet of biro was #100, it is now #150. A big note of 60 sheets was #20, it is now #50. A simple monocular microscope was #10,000, it is now #18,000. A burette which used to sell for #1500 is now #2100. Even sachet pure water of #10 last year is now #20. Take the cost of school uniform

too. This has risen on the average by about 1.5times in the midst of these; we desire to keep the standards. “How can this be achieved is the central question of this paper”?

This paper reveals how secondary schools can be well managed in a dwindling economy in means of limited resources so as not to have adverse effects on educational standards.

Management in schools really can improve life for pupils, parents and teachers. Basic techniques of modern management that have become standard in leading organizations in other parts of the economy are more widespread in England than elsewhere in the world. School administration officers advocate for the students within their communities and set goals and objectives to further children's' education, according to the American Association of School Administrators.

School management include rigorous collection of data on lessons, systematic feedback and supporting staff that struggle while rewarding and promoting great teachers. It is a task that involved a considerable amount of money which the administrators find more successful during economic boom and find difficult during economic recession and dwindling.

According to the free online dictionary, dwindling means: to become gradually less or smaller over a period of time until almost nothing remains, to reduce in size, quantity and quality. From the above, dwindling economy which is synonym to recessed economy is a severe and long reduction in economic activities.

Nigerian Dwindling Economy

Though subtle, Nigeria's dwindling economic can be likened to American recession of early 21st century which lasted from 1929 until 1933. It was caused by the 1929 crash of the stock market and other factors. At official meetings, social functions and even family meetings discussion about the state of Nigerian economic crunch due to tremendous fall of crude oil price in the international market which resulted in the devaluation of naira is been raised. The situation was reported to have made job creation difficult and even the existing ones are fast disappearing. An executive of a client service company in Lagos confirmed that there are many

companies in Nigeria now calling on the leadership of unions in the oil and gas sector to discuss redundancy in the industry due to sliding oil prices in the international market. The multinational oil companies that have sacked people in their employ earlier due to divestment of their oil assets in Nigeria are now using the sliding oil price to sack more workers and find their way out of Nigeria. Before the downturn in June 2014, experts drawn from various field agreed that despite how richly blessed Nigeria is as a country, it was only a few that had actually benefited from the abundant resources. However, a subtle but effective move was made by the handlers of Nigerian economy. One such move was the adoption of austerity measures, which has to do with a slash in expenditure and raising tax to minimize budget deficit. This, they believe will help to maintain economic stability, boost oil revenues, reduce waste and plug loopholes. While Nigerians continue to cry amidst dwindling economy, analyst believe that, the situation ought not to have started telling on the general public by now because what the country is having in its external reserve should be able to take it beyond this level. The questions that keep crises-crossing the minds of well-meaning Nigerians are what happen to the nation's external reserve? Could it be that the government of the day used the resources in the external reserve for a self-centered purpose? Despite the drop of the price of crude oil in the international market, stakeholders still believe that corruption is the major cause of current economic woes of Nigerian today. For them, supposing the country had managed its resources in a good order over the years, things wouldn't have been this bad so quickly. This perception is born out of the fact that Nigeria, aside from oil has other mineral resources which if properly harnessed will make it stand out among its global counterparts. Today, about 14 people are standing trial over the pension scam. "We have a system that is cash-based, but we have introduced Government Integrated Financial Management System. Fourteen (14) agencies in December tried to pay more than what was programmed but the system locked them out and this led to the delay of their staff salaries until the agencies were restored manually. We have been able to weed out 62, 892 ghost workers and saving about N209 billion." Also Rev Fr Evaristus Bassey of Caritas Nigeria argued that economic progress should not be measured solely by the Gross Domestic Product (GDP). Rather, the well-being of a

nation should be measured by a series of indicators linked to social protection systems. Such includes access to quality services, decent work, adequate, safe and nutritious food, adequate housing, personal safety and basic income security, as well as a safe, clean, healthy and sustainable environment.” A recent report from an online medium shows that about five thousand staff of banks were said to have been relieved of their jobs in Nigeria. The reason for this action is simple; the banks were reported not have the financial muscle to keep paying the staff salaries due to dwindling economy. While suggesting measures on how the government can navigate the country away from the current quagmire even though economic meltdown is not peculiar to the country as all petroleum dependent nations are facing cash crunch, he maintained that, “ a coordinated import substitution policy may produce the quick answers, which the country’s economy so desperately needs. “Sometimes it is difficult to know whether Nigerians and their leaders are aware that the nation’s economy is nearing collapse. In a political system where voracious spending is a habit, it should elicit passionate responses when a significant decline in national revenue inflow is announced. Unfortunately, the issues that appear to dominate public discourse are the juvenile politics and power play, as well as the move by the national assembly to legalize pedophilia. This appears to be an open display of ignorance and shame. “The National Bureau of Statistics (NBS), the nation’s custodians and interpreters of socio-economic data and trends, released a recent report that should set a literate, rational Nigerian mind thinking deeply, but it turned out to be like a pin dropped in the ocean. Many never even heard the report by NBS that the country is going broke”, he lamented.

Source: Nigerian Export And Import Bank (NEXIM) Titled: Nigerians Amidst Dwindling Economy. <https://economicconfidential.com/business/nigerians-amidst-dwindling-economy/>.

There are numerous positive landmarks in education in Nigeria presently. In other words Nigeria has accomplished more in education than during the previous one hundred years of British colonial administrative rule of the country. This period of what we may call home grown. Nigerian educational administration and management was greeted with several heights such as issues bordering on national education

policies, primary education, secondary education alongside, the Universal Basic Education (UBE) and tertiary education as well as the institutional frameworks for regulating education (Udey, Ebuara, Ekpoh and Edet, 2009).

The establishment of over 50 educational institutions within the second quarter of the 21st century is not a common achievement in the history of educational administration, management and development in the country. Education in Nigeria in the past 100 years has developed from a privilege for the few to right to education for all. The education system has expanded to widen access to opportunities at all levels. Government interventions such as the UPE, the UBE and free education in Federal and some other institutions have attempted to bridge the gap between supply and demand, as well as address the imbalance in the educational sector (Nwagwu, 2014). Management of Education in 21st century has witnessed active participation by non-governmental agencies, communities and individuals as well as government intervention because education is an instrument for ensuring social, political and economic stability of a nation and as such need to be properly funded in a way to ensure its goals are achieved and proper management of education are ensured. Hence it is important to look at educational management and economic depression in relation to poor funding in Nigerian schools. Management of education refers to the process of planning, organizing, directing, staffing, coordinating, budgeting for and reporting on the education system. One of the misfortunes in our present day society is the depressed economy which has great negative implications on national development. Nigeria's Government and other countries world-over now pay adequate attention to education. The world bank estimate reflects the proportion of Nigeria's GNP devoted to education increased on the average from 2.3 percent in 1960 to 4.5 percent in 1984, and the proportion of the national government budget rose from 11.7 percent in 1960 to 16.1 percent in 1984 (female, 2014). It rose further from 2.9 percent in 1990 to 3.7 percent in 1991 and from 3.7 percent in 1991 to 8.7 percent in 1992 and 15.28 percent in 1993 respectively. In the study of Aghenta (1989) and Durosaro (1997) evaluated that education consumes between 16 and 22 percent of states annual income and between 19.8 and 50.8 percent of the annual income of the individuals. In spite, of this laudable efforts of successive state and Federal governments in re-positioning Nigeria

education on the world map, Nigerian educational system and its productivity in the 21st has continued to suffer some set back; as a result of misconceived and misdirected social values and corruption and economic instability or economic meltdown.

Now, let us take a closer look at what is currently happening today, as regards Government effort in Nigeria and Edo state, Malam Adamu Adamu, the Minister of Education, on Tuesday, 4th April 2017, reiterated the Federal Government Commitment towards provision of quality education at a three-day master trainer workshop for teachers on Special Educational needs and Disabilities (SENDS) and HIV/AIDS awareness in Abuja. Also, recently in Benin City, the Edo State Governor, Mr. Godwin Obaseki has reiterated that his administration would prioritize education to ensure the sector received rapid infrastructural development in continuation of the policies put in place by the previous administration. This was disclosed at the plenary meeting of the Joint Consultative Committee on Education (JCCE) held in New Era College. Economic meltdown simply refers to economic depression. That is, when the income generated is not up to expenditure. Nigeria has excess capacity for crude oil production but OPEC regulation places a limit on production. The scenario looks grim as the price of the product has suffered a dramatic decline from \$147/barrel in July, 2008 to less than \$40/barrel in January, 2009 (World Bank, 2009). The world was initially optimistic of an early recovery but recent events show that “a hope for swift end of the recession is fading”.

The expansion witnessed in the last two decades in the Nigerian education system has no equal. This was a result of increased number of schools, size of schools, physical facilities, enrolment, curriculum, personnel and policy decisions. Seemingly, the financial resource allocation to the sector is nominal in terms of naira and kobo. This is because, the business of education had been based on the view that education is an investment yielding dividend by the way of producing the much needed manpower and other national benefits accruing to an educated person. However, financial resources available to the government have failed to cope with the growth and demands of the sector in recent times. Also in Nigeria, corruption and poor leadership has led to economic stagnation and even decline. This raises the possibility

of government control measures, such as cutting down expenditure which may affect statutory allocation to the educational sector. Also it shows that a long period of recession is in place, since Nigeria depends on the Western economies (Akintade, 2013). Definitely this will have an adverse effect on engineering education since statutory allocation to institutions may cease or reduce because of the global economic meltdown.

Educational management is directed at the attainment of educational goals in an effective and efficient manner through planning, organizing, staffing, directing, coordinating, reporting and budgeting for education system. These management functions have been summarized as “POSDCORB”

Financing education cut across all aspects of funding of education including sources of funds. Finance is one of the important resources that are needed for the day-to-day running of education, in fact, it is the live wire of other resources that could be needed for the going concern of education. It is too important to be overstressed because no organization could carry-out its functions effectively without adequate financial resources at its disposal. Money is needed to pay staff, build good structures, provide infrastructures and learning aid, standard classrooms, laboratories for teaching and research, library etc. Education financing therefore, is seen as the process of sourcing, allocating and managing funds of public revenue in the production of educational services for the attainment of educational objectives (Adesina, 1990). It helps to determine the extent of the number of employees and schools system for the efficient and effective production of educational services (Odufowokan, 2001). There is no denying the fact that education is very poorly funded in 21st century in Nigeria which is yet to comply with the UNESCO recommendation that 26% of annual budget be spent on education due to economy depression.

Finance is a major resource that cannot be compromised on its utilizations in schools. Problems of school management have always been traced to financial consideration. Stakeholders have complained about improper school management in the area of finance. Federal Government decision to deregulate University is mostly connected with management of finance at that tier of education system. Disruptions in

the school calendar are, in most cases traced to the issue of finance. All this relates to inadequate supply of funds or inadequate utilization or management of funds made available for education.

The primary channel of proper fund management in school system is through the budget. The budget is a plan which provide estimate of future revenue and expenditure. It is a tool to guide school administrators in the judicious management of available fund. As a plan, the school budget is influenced by variety of factors that usually result in modification of the budget. There are two major categories of budget-capital budget and recurrent budget.

I hereby state that funding education in Nigeria since 21st century till date has not met the 26% of the total budget in any year, and many of sources of funding education has been struck down by economy depression. The various sources that are of funding to education are Budgetary Allocation, tuition fees, industrial organization, philanthropists, communities, Old students association/alumni associations, Parents Teachers Association (P.T.A.), religious organizations, school revenue yielding ventures, Education Tax Fund (E.T.F), sale of school farm produce etc. Adeyemi (2011) further suggested other sources of financing education in Nigeria. Such suggestions include raising bank loans for capital development, introduction of property tax, donations from endowment, donations from parents/teachers associations, education tax, development levy, taxes from lotteries to finance education and donations from alumni associations.

Sources of Financing Education in Nigeria

The sources available to education financing in Nigeria are basically three, these are the public authorities, the user of education and self-generated income. Viz are through Public Authorities, Foreign Loans and Grants, User of Education, Self-generated Income.

With the Nigerian economy in a slum, technically referred to as recession, we cannot do business as usual and expect to get same results in terms of meeting with educational standards. When recession continues to take its toll on any economy, the built in process triggers further cuts in investment as well as consumption spending

due to loss of confidence among investors and consumers. Also, the financial crisis may lead to decreased availability for credit. Excessive fluctuations happen in relative value of currency. Overall trade and commerce get reduced. The Great Depression of 1929 is considered to be the most classic example of a depression in economic history which lasted ten years and forced millions into unemployment, homelessness and near-starvation while factories shuttered due to declining orders.

Economic depression is more felt in a developing and third world countries whose economy even in the best of time have been very vulnerable. The economy is characterized by the following:

1. An economy that does not support the minimum wages ensuring level required for basic living as prescribed by the limited nations.
2. An economy with high rate/level of unemployment.
3. An economy with low individual utilization.
4. An economy with low level of social security.
5. An economy with a high child mortality rate.
6. An economy with low life expectancy.
7. An economy with poor social infrastructure.
8. Finally, it is an economy with little or no funds for education.

Managing education in a depressed economy will therefore be a very difficult task if depressed economy is characterized by the above listed characteristics/features. Education on this ground experience a geometric setback and some of the challenges that will be faced are listed below:

Challenges of a Depressed Economy on School Administrators

Dwindling or recessed economy has a lot of implications on school managers/administrators; attempt is made here by the researcher to give but not exhaustive list of them. Some of viz are:

1. Reduction in education budget which could make the administrators be short of fund for the day-to-day running of educational affairs

2. Administrator's inability to provide conducive learning environment for all school could be traceable to economic recession
3. Inadequate learning equipment
4. Ineffective in-service training
5. Unstable qualified staff
6. Poor performance among teachers
7. Reduction in student performances
8. Poor execution of plans leading to poor out-come of educational goals.
9. Inability to support, attract and retain qualified teachers by the administrators.

All of these prevail and a host of others.

- **Implications for School Administration**

The success of school administration is hinged on availability and effective utilization of resources especially financial resources. The onset of economic recession has a far reaching negative influence on availability and hence effective utilization of fund for school administrators. This has far reaching implication for school administration in the effectiveness of school administrators. They will need to reinvest new strategies of generating financial resources as well as new management techniques in utilizing scarce financial resources under economic recession.

Table 1: Current Best Practices in Secondary Education

Policy	The establishment, funding and management of the 21 st century primary and secondary school should be anchored on carefully conceived and properly articulated government policy. Issues concerning the quality of proprietorship, responsibilities of public and private schools proprietors and government must be carefully spelt out. The responsibilities of local, state and national government regarding the establishment, management, funding and supervision of schools should not be ambiguous. National education policies should also be in line with current global best practices in the establishment, management and supervision of schools.
Funding	Funding will continue to be a resonating issue among public and private school proprietors, particularly in developing economies, where

	<p>the available lean financial resources is so keenly contested for. Inability of growing nations to meet the recommended UNESCO bench mark of 26% of national budget for education continues to be a major factor for funding of education. Corruption in the management of education fund also has crippling effects on adequate funding of education. The 21st century basic and secondary levels of education have government that are not only committed to meeting the 26% UNESCO benchmark but are also ready to fight corruption and ensuring that schools funds are prudently managed.</p>
Management	<p>Schools management in the 21st century requires very competent hands. Schools have grown beyond the days of village headman ship. Thus, even at the primary school level, there should be present a well informed and competent management team that is ready to draw knowledge from the global community. Such a team of course should possess an intelligent leader with the right vision and mission statement for school academic and professional growth and development for global competitiveness.</p>

Source: Arubayi (2016).

Education and Best Practices in the Twenty-First Century.

Since secondary education prepares the individual for useful living in the society and prepares the individuals for higher education, it is therefore important for national actors in secondary educational sector to understand and key in into current global best practices in secondary education.

Conclusion

Education is a tool used to ensure a desirable change in U behavior and also used to ensure national development. Proper management needs to be taken as a priority, but it is quite unfortunate that the management of the education sector and schools in Nigeria is faced with a dwindling economy which affects its proper funding. The fund made available to the education sector is affected as a result of the economic meltdown experienced world -wide and the recent fall of naira against the dollar. This paper therefore concludes that adequate funding of schools is required in order to maintain and improve the standard of schools. Particularly, in terms of recording poor learning outcomes which completely negates the reasons for establishing and

maintaining educational institutions at great expense to the Government, Society, parents and other stakeholders.

Recommendations

Based on the conclusion the following recommendations were made:

1. Government should diversify its economy instead of its dependence on the oil sector.
2. Government should devote a sizable percent of its GDP to funding the education sector because only education can help to shape the future of a country.
3. There should be prudent management of resources by school administrators for realization of education goals and Government should ensure that money meant for the education sector is released for its purpose.
4. There should be more consultation and dialogue to improve conditions for teaching and learning.
5. Financing of education should be improved to comparative levels in fast developing countries and best global educational practices should be encouraged. Most importantly, leaders should develop funding priorities and ensure judicious and accountable utilization of available funds and resources.
6. Government should re-invest new strategies for generating fund as palliative measure while the economy is reviewed.

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