



## ECONOMIC RECESSION AS A CORRELATE OF TEACHER PRODUCTIVITY IN KWARA STATE SECONDARY SCHOOLS, NIGERIA

Tijani, A. A. and Abdullahi, N. J. K.

Department of Educational Management, Faculty of Education, University of Ilorin, Nigeria.

[tijania.abdulganiy@gmail.com](mailto:tijania.abdulganiy@gmail.com) 08033772540

[abdullahi.njk@unilorin.edu.ng](mailto:abdullahi.njk@unilorin.edu.ng) 08037551059

### Abstract

*The study examined the relationship between current economic recession in Nigeria and teacher productivity in Kwara State. Descriptive research design of correlation type was adopted for the study. The target population comprised all teachers in the 304 public secondary schools in the state. 20 secondary schools were selected using stratified random sampling technique. 400 respondents were chosen through simple random sampling method. The instrument tagged "Economic Recession and Teacher Productivity Questionnaire" (ERTPQ) was designed to elicit information from the respondents. The two research questions raised were answered using descriptive statistics. The three generated hypotheses were tested using inferential statistics. The finding of the study revealed that current economic recession has brought about a low level of teacher job performance in recent times. Also, there were a positive and high significant relationship between Economic Recession, Inflation, Cost of living and teacher productivity. Hence, economic recession was a great determinants of teacher productivity in Kwara State Secondary Schools, Nigeria. The study thus recommends that government should put necessary monetary and fiscal policies in place to reduce the cost of livings. Also, there is urgent need for the upward review of minimum wages from the present meagre amount of ₦18, 000 per month.*

**Keywords:** Economic recession, teacher, productivity, Students' Performance

### Introduction

Education is regarded globally as a potent instrument for introducing and sustaining social change in human societies as well as shaping its destiny. Apart from serving as a vehicle for enhancing upward social and economic mobility, education has been widely adjudged as the most vital instrument for human development (Eze 2011). It is a vital aspect of development a nation. Without education no country can develop to meet the current challenges of the global world economic recession. The criteria for development of a school system is the improvement in the teacher productivity.

Economic recession constitutes a problem to the social economic and educational development of Nigeria. Its prevalence is inimical to the educational development of the society. The educational sector has fallen into the pit of economic recession in recent time where hardly a day goes by without noticeable influence of recession on the teacher's productivity in the educational sector. This ugly

trend has tremendously constituted a set back to the educational development of this country. It is equally important to note that economic recession is a problem that confronts all countries of the world; the only difference is that the prevalence, gravity, persistence and the implications vary from one country to another. The impact of the economy to the educational development of any nation cannot be underestimated the nexus of relationship between the economy and the productivity of teachers in educational system. Tijani (2016) maintained that the relationship between education and the economy should be a mutual beneficial one. Therefore, the economy has both negative and positive influence on the educational system Nwaidini (2000) and Akinwumi (2008) revealed that the economic recession which has ravaged the country has caused noticeable imbalance in the economy there by depleting the country's external reserve, substantial crash of the stock market, erosion of the country's revenue by over 60



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percent, depreciation of the nation's currency and short falls in monthly allocation to the states and the local government and thus fall in the standard of living of workers. All these have drastically affected the educational system and this has remained the most crucial issues affecting the teacher productivity in the educational enterprise. It is in the light of this that, this paper is to examine the relationship between economic recession and secondary teacher productivity in Kwara State, Nigeria.

### **Literature Review**

#### **Concept of Economic Recession**

The world economic recession is also synonymous with the world economic crisis. Akinwumi (2008) saw economic recession as a situation where there is a crisis in the nation's economic activities. This is a situation where the nation's economy seems to be standing on its head or nose dive. Tijani (2017) defined recession as the significance decline in economic activities across the country lasting longer than three to four months. Normally visible across the country in the real Gross Domestic Product (G.D.P), real income, employment, industrial production and wholesale retail trade.

Osalar (2016) saw economic recession as a period of general economic decline which are characterized by drop in the stock market, an increase in unemployment, general decline in the overall purchasing power of the population. Rukayat (2010) described economic recession as economic meltdown. The economic meltdown is characterized by financial impropriety and poor leadership qualities which can make an economy to reduce in size like the analogy of the snow.

Economics recession operationally connotes a period of general decline in school enrolment, nonpayment of teacher's salary, gratuity and retirement benefits of retired teachers, teacher's unemployment and underemployment, school dropout and protest and strike as a result of nonpayment of salary for months. This also implies the process whereby the available income generated is not up to the expenditure. The resultant effect is the inability to maintain

the current educational productive capacity due to inadequate funding.

#### **Causes of Economic Recession in the Educational System**

Recession may be a new thing to many young men, but it is not a new thing to the older generation in Nigeria and the world at large. Tijani (2017) maintained that one of the precipitating factors leading to recession in the educational system is the inflationary trend in the country. Ishola (2009) saw inflation as a period when too much money are chasing few educational goods and services. This is usually characterized by general increase in the prices of educational goods and services.

According to Osalar (2016) identified the causes of recession to include the low prices of oil, the volatile or hostile state of oil production in Nigeria, bad debts accumulated over the years have all lead to lower purchasing power and foreign exchange scarcity. Every naira now buys a lesser percentage of goods and services, Devaluation of the naira resulting in government inability to fund education also contributed to the recession affecting the educational system in Nigeria.

The states appear to have abdicated virtually all its functions and obligations as each household are now saddle with the responsibility of providing their own roads, electricity, water supply, security of life and property. All these also go a long way in adding to the recessed economy.

#### **Implication of Economic Recession on Educational Development in Nigeria**

The economic recession in Nigeria today is making it difficult to fulfil one of the most modest commitments to get every child in to school a difficult task. This has made accessibility and affordability to quality education which is supposed to be a right of every citizen a mirage, this is because poverty is not the result of lack of money or how much dollar per person per day, rather it is deprivation of capabilities (Osalar, 2016). This has forced so many students into prostitutions resulting into unwanted pregnancies and out of school problems. Taiwo (2017) revealed that



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economic recession has forced more teenage girls out of school and into unwanted pregnancies.

Also related to the above effects of the economic recession on the educational system is its attendant drawback on research in science and technology which are long term investment whose excellent expected outcomes are undeniable if properly and adequately done. Economic recession has made the paucity of funds to this area of the education enterprise a mirage.

Tuned (2017) revealed that the recent economic recession has led to the nonpayment of teacher's salary for several months culminating into teacher's demonstration and incessant strikes, protests and school closures. Adenubi (2017) asserted that out of the 36 states of the federation, 27 of them cannot pay teachers' salaries and those of the retired teachers. Nonpayment of teacher's salaries has almost grounded the educational system in some states of the federation. The reduction in government budgetary allocation would continue to aggravate the already worsened educational system in Nigeria.

### **Concept of Teachers' Productivity**

Productivity as defined by the economists is the ratio of output of goods and services to the input-production ratio (Babalola, 2003). The input factors include labour, land, technology, tangible output, finance and energy and management expertise. Furthermore, the concept of productivity involves the interplay of various elements in the workspace, while the output may be related to miscellaneous resources or input (labour, materials, capital) much of the separate productivity ratio is influenced by an array of relevant factors.

Ejiogu (1997) contended that in the educational system, productivity refers to the ratio between the total educational output and the resource inputs utilized in the production process. Productivity is a measure of how well resources such as information, finance, human and physical resources are combined and utilized to accomplish specific and desirable results. Productivity may therefore, be regarded as the relationship between output and any other

associated inputs measured in real term (Fadipe, 2000). Sofoluwe, (2000) opined that productivity is efficient performance resulting in high level output of goods and services both in quality and quantity with minimal wastes in resources and minimal cost in money, energy and time as well as the users of the product. Ukeje (1996), observed that the competencies of good teachers include what they teach and how to motivate behavior, how to help become conscious of their own values, how to examine their own values and build for themselves one more satisfying to them and the society; how to appraise an individual to meet educational diagnosis and help persons to develop in a desirable fashion and how to help people think critically.

Adams (2004) submitted that a quiet cool, clean and beautiful environment makes the teacher happy and enhances his or her performance and productivity. Also, poor physical working condition, usually leads to mental fatigue, truancy, frustration, discomfort, and poor productivity implies that there is a maximized qualitative and quantitative performance which is measured through students' academic performance. On other words, teacher' productivity is a desirable maximized performance or output on the part of the teacher using all available resources within his reach and geared towards the attainment of goals and objectives in a school system. Teachers' productivity can be measured against the backdrop of teachers' behaviour in correlation with the duties and responsibilities that teachers are expected to perform within the school environment, geared toward the attainment of educational goals and objectives. These duties vary from instructional activities, participation in co-curricular activities to inter-personal relationship among teachers.

Bolajoko (2000) classified the roles of teachers into three: first, the teacher is required to impact knowledge, train students in some basic skills as stipulated in the curricular, and provide guidance for effective learning activities in the classroom. Secondly, he is to help in administration of the school and relate well with other teachers so as to implement the school programmes. Lastly, he is required to



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provide conducive and emotional climate, which would facilitate learning in the classroom and make the students feel as part of the programme of the school. Teachers' productivity can be measured using the following variables; marking of students notebooks, returning the notebooks at the right time, students counselling, students' academic performance, involvement in co-curricular activities, avoiding lateness to classroom, adequate coverage of syllabus, use of instructional aids, communicating in understandable language, allowing questions from students, attending morning assemblies regularly and punctually, coming to school punctually, relating well with the principal and other teachers, showing no partiality in dealing with students (Popoola, 1993).

Lewin (1993) opined that a minimum level of economic development often appears as a precursor to the development of school system. For instance, there is need to consider road network, internet connectivity, electricity and water supply before sitting a school. The situation where generator will serve as the main source of power supply in a science school is apparently not efficient for productivity. Moreover, Information and Communication Technology (ICT) is a necessary antecedent to development of any school system in this age of digital revolution. The situation where teachers do not have access to the internet and other teaching facilities as a result of economic depression could be counter-productive in this age of cross-border education, distance and open learning. However, as an educational system is established, it may begin to catalyze further labour productivity.

### **Purpose of the Study**

The main objective of this study is to examine the relationship between Economic Recession in Nigeria and teacher productivity in Kwara State public secondary schools. Other objectives include;

- i. To investigate the level of the teacher productivity during economics recession in Kwara State public secondary schools, Nigeria.

- ii. To find out the level of Students Academic Performance as a result of economic recession on teachers.
- iii. To examine the existing relationship between inflation, cost of living and teachers productivity in Kwara State Public Secondary Schools.

### **Research Questions**

The following research questions were raised and answered to guide the study.

- i. What is the level of teacher productivity during the period of economic recession in Kwara State Public Secondary Schools, Nigeria?
- ii. What is the level of Students Academic Performance as a result of economic recession on teacher?

### **Research Hypotheses**

Three research hypotheses were generated and analyzed to guide the study. They were:

- H<sub>01</sub>:** There is no significant relationship between Economic Recession and Teacher Productivity in Kwara State Public Secondary Schools, Nigeria.
- H<sub>02</sub>:** There is no significant relationship between the rate of inflation and teacher productivity in Kwara State Public Secondary Schools, Nigeria.
- H<sub>03</sub>:** There is no significant relationship between cost of living and teacher productivity in Kwara State Public Secondary Schools, Nigeria.

### **Methodology**

The research design adopted for this study was descriptive survey of correlation types. It was used by the researcher for the purpose of establishing the relationship which exists between economic recession and teachers' productivity in Kwara State public secondary schools. The design was also adopted because it allowed the researcher to collect relevant data on the two variables of the study. The variables were Economic Recession which was an independent variable while teacher productivity was a dependent variable. The population for this study comprised the entire 5,720 teachers in the public secondary schools



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in the 16 Local Government Area of Kwara State. For the purpose of this study, stratified random sampling techniques was used to select three Local Governments from each of the Three Senatorial District to make a total of Nine Local Governments in the entire 16 Local Government Areas in the state. Proportional sampling technique was used to select 20 public secondary schools out of the 90 in the Nine Local Government Areas that were sampled. 5,000 teachers were proportionally selected out of the 1,022 in the in 20 targeted public secondary schools.

Questionnaire tagged “Economic Recession and Teacher Productivity (ERTP)” was the instrument designed by the researcher to elicit information from the respondents on the influence of Nigeria economic recession on their job. The questionnaire was divided into two sections. Section A was used to collect bio-data information of the respondents while section B was designed to obtain information of the subject matter.

Proforma was used to collect students’ results in West African Senior Secondary School Examinations (WASSSE) in English Language, Mathematics and Economics from 2011/2012 to 2015/2016 academic sessions. The questionnaire was validated by four

experts in the field of Educational Management and Educational Measurement and Evaluation in Faculty of Education, University of Ilorin. This was done in order to ensure the content validity of the instrument. Reliability of the instrument was carried out with the use of test re-test method, through the process of administering 10 copies to some teachers, drawn from a Local Government Area, outside the sample within a time interval of two weeks. The data gathered was analyzed using Pearson Product-Moment Correlation Statistics and reliability coefficient of 0.74 was obtained. This indicated that the instrument was reliable. The research questions raised in the study were answered using descriptive statistics while hypotheses formulated were tested using Pearson Product-moment correlation statistics at 0.05 level of significant using Statistical Package for Social Science (SPSS).

**Result**

The following tables present data analysis, results and discussion of findings of the study.

**Question 1:** What is the level of teacher productivity during the period of economic recession?

**Table 1: Level of Teacher Productivity In Kwara State Public Secondary Schools During the Period of Economic Recession.**

Item	N	High	%	Moderate	%	Low	%
Level of Teacher Productivity	400	42	10.0	258	65.00	150	35.00

Table 1 revealed the percentage of responses on teacher productivity in kwara state public secondary schools. From the table, out of 400 respondents 42 of them representing 10.0% believed that the teacher productivity is high 87 of them representing 25.0% rate the teacher productivity moderate while as many as 158 of them representing 65.0% said that their productivity was very low. The reason that

might be responsible for this percentage ratings could be advised to the effect of the predicament of economic recession which hinder their job performance translated to low productivity.

**Question 2:** What is the level of Students Academic Performance as a result of teacher job performance?

**Table 2: Student Academic Performance**

N	Level of students Academic performance	% Passes	Means ( x )
1.	Excellent	8.6	1.56
2.	Very good	13.5	2.89
3.	Good	26.00	3.78
4.	Poor	31.05	4.01
5.	Very poor	20.04	3.20

Table 2 summarized the average of Students Academic Performance in West African Examination Council (WAEC) Senior Secondary Certificate Examination between the periods of 2011-2016. The results took the cognizance of students with 5 credit passes including Mathematics and English Language. It could hence be observed that 8.6 percent with mean scores of 1.56 had an excellent result 13.5 percent (x – 2.89) had very good result followed by 26.00 percent passes with mean

score of 3.78. However, students with poor and very poor results accounted for 31.05 (x – 4.01) and 20.04 (x – 3.20) respectively. Hence the results indicated Poor Academic Performance of students in WAEC/SSCE in Kwara State as a result of economic recession.

### Research Hypotheses

**H<sub>01</sub>:** There is no significant relationship between economic recession and Teacher Productivity in Kwara State Public Secondary Schools, Nigeria.

**Table 3: Relationship between Nigerian Economic Recession and Teacher Productivity in Kwara State Public Secondary Schools**

Variable	N	Mean	SD	DF	P-Value	Decision
Economic Recession	400	16.70	3.87	398	0.000	Significant
Teacher Productivity	400	10.89	4.25			

P < 0.05

Table 3 Shows the existing relationship between the economic recession in Nigeria and teacher productivity in Kwara state public secondary schools. The calculated p-value of 0.000 is less than 0.05 level of significance which indicated that there is positive relationship between economic recession and teacher productivity in Kwara state public secondary schools, Nigeria. Therefore, the null-hypothesis which states that, there is no

significant relationship between economic recession and teacher productivity is hereby rejected. Hence, economic is a great determinant of teacher job performance and their productivity in Kwara state, Nigeria.

**H<sub>02</sub>:** There is no significant relationship between rate of inflation and teacher productivity in Kwara state public secondary schools.

**Table 4: Relationship between Inflation and Teacher Productivity in Kwara State Public Secondary Schools, Nigeria.**

Variable	N	Mean	SD	DF	P-value	Decision
Economic Recession	400	16.39	2.88	398	0.001	significant
Teacher Productivity	400	6.89	4.25			

P < 0.05



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Table 4 indicated that the p-value of 0.001 is less than the 0.05 level of significance and thus revealed that there is a positive significant relationship between inflation and teacher productivity in Kwara state public secondary schools, Nigeria. Hence, the null-hypothesis which states that there is no significant relationship between inflation and teacher productivity is thereby rejected. This therefore implies that rises in the prices of goods and services have a great influence on teacher productivity. This finding might be as a result

of sky rocketing in the prices of consumer goods and services which include the pump price of petrol makes it difficult for teacher to sustain their life and get to the places of work lately behind schedule which has a negative influence on their job performance and hence affected the Students' Academic Performance.

**Hypothesis 3 (H<sub>03</sub>):** There is no significant relationship between teacher cost of living and their productivity in Kwara State Public Secondary Schools, Nigeria.

**Table 5: Relationship between Teacher Cost of Living and their Productivity in Kwara State Public Secondary Schools, Nigeria**

Variable	N	Mean	SD	DF	P-value	Decision
Cost of Living	400	15.54	2.71	298	0.000	significant
Teacher Productivity	400	7.80	4.25			

P < 0.05

Table 5 revealed that the calculated p-value of 0.000 is than 0.05 level of significance and hence, there is a strong and positive relationship between teacher cost of living and their productivity in Kwara State Public Secondary Schools, Nigeria. Therefore, the null-hypothesis which states that there is no significant relationship between teacher cost of living and their productivity is hereby rejected. Hence, teacher cost of living is a great determinant of their productivity. The implication of this finding is that teacher cost of living stemmed from rises in the prices of goods and services has brought untold hardship to teachers which made their take home pay not sufficient enough to take them home.

In economics, the cost of living is negatively related to standard of living. Hence, the high cost of living has drastically reduced the teacher standard of living. It could be noted that the meagre salary earn by teachers in Kwara State has not adjusted to meet the prevalent cost of living and hence, the teacher finds it so difficult to able to be discharge their curricular and co-curricular activities diligently which impacted on Students academic performance. It is on the high of this, that Nigeria Labour Congress is mounting pressure on the Federal Government of Nigeria for upward review of

minimum wages from the present ₦18, 000 to about ₦56, 000.

**Discussion**

From the findings of this study, it was discussed that the prevailing economic crisis in Nigeria has a negative impact on teacher job performance which hinder their productivity and thus translated to poor Students Academic Performance. Teaching and learning could not be effectively performed with empty stomach as the sky rocketing in the domestic prices of goods and services made it extremely difficult for teacher to meet their daily demand which translated to their low standard of living. This study agreed with Sofoluwe (2000) that productivity enhance high level of output both in quality and quantity.

Result from hypothesis two revealed that there is a positive and significant relationship between inflation and teacher productivity. This study agreed with Ishola (2009) that general increase in the prices of educational goods and services influence the productivity of teachers. This study is in line with Osalor (2006) that devaluation of the naira resulting in government inability to fund education also contributed to the recession affecting the educational system in Nigeria



Result from hypothesis three revealed that there is a positive and significant relationship between cost of living and teacher productivity. This study concurs with Adams (2004) teacher cost of living influence their productivity Also, poor physical working condition, usually leads to mental fatigue, truancy, frustration, discomfort, and poor productivity This study conformed to Abdullahi (2017) that regular payment of teacher salaries is necessary for effective management and enhancement of their productivity. This finding also in line with Tichaona and Thembinkosi (2013) that improvement in the working conditions of teachers could enhance their productivity.

### Recommendations

From the findings of the study, the following recommendations were made:

1. Government should as a matter of urgent put in place a price control to reduce unnecessary rises in the price of goods and services.
2. Effective monetary and fiscal policy should be put in place by the Federal Government of Nigeria to eliminate the present economic recession.
3. There is urgent need for upward review of teacher salary in Kwara state and Nigeria at large to enable teacher meet their daily needs for effective job performance and improve students' academic performance.

### Conclusions

Based on the findings of this study, the researchers concluded that, there is low level of teacher productivity in Kwara state public secondary schools, Nigeria as a result of economic crisis. Also, there is a low level of students' academic performance emanated from fall in teacher productivity arising from economic recession. In addition, there is a significant relationship between economic recession and teacher productivity in Kwara state public secondary schools, Nigeria.

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